

EDUCATION IN ENGLAND AND WALES

a guide to the system

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INVESTOR IN PEOPLE

Published in October 1997
by the National Foundation for Educational Research,
The Mere, Upton Park, Slough, Berkshire SL1 2DQ

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Registered Charity No. 313392

ISBN 0 7005 1467 8

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ACKNOWLEDGEMENTS

We would like to acknowledge the financial support of the European Commission and the Department for Education and Employment in preparing text for the EURYDICE database. We would also like to thank our colleagues in the Department for Education and Employment, the Welsh Office and various Government agencies for their assistance in supplying information and suggesting improvements to the text. At the NFER, our thanks go to Kim Halliday and Mary Hargreaves for the design and layout of the text, Tim Wright for the cover design, David Upton for proof-reading and Enver Carim for editorial support.

INTRODUCTION

The education system in England and Wales has undergone an intense period of reform over the last ten years. This new guide is a comprehensive, yet accessible, reference work which covers all phases of education and will allow busy education professionals to keep up to date with current policy.

Education in England and Wales: a guide to the system is based on text supplied for the EURYDICE (the European Education Information Network) database on education policy. The document was originally aimed at overseas readers and the content and structure follow guidelines agreed at the European level. However, the favourable reaction from English and Welsh education professionals has led us to publish a modified version for the home market. It is a unique work in that it covers all areas of education from pre-school to higher education and includes sections on administration, finance, special educational needs, teachers and evaluation.

The text includes the reforms introduced by the Education Act 1997, the last piece of education legislation from the Conservative Government, but later changes have been incorporated where possible. A summary of the recent White Paper (GB. Parliament. House of Commons, 1997a) indicates the areas where future reforms are expected.

References in the text are made largely to English documents. Details of Welsh equivalent documents, where appropriate, can be found in the Bibliography. 'See' references in the text refer to page numbers, not paragraph numbers.

The Glossary includes those terms which were considered to pose problems for translators of the EURYDICE database and which needed further explanation for the foreign reader. It is not intended to be a comprehensive list of education terms.

The guide will be updated periodically.

EXCELLENCE IN SCHOOLS

In its White Paper for England published in July 1997, the new Labour Government outlines its objectives for education for the next five years. The overriding emphasis is on the improvement of standards in schools rather than on the structure of the school system. The main aims are:

Early Years

- ◆ Quality education for all four-year-olds whose parents want it
- ◆ Joint planning of early years childcare and education to meet local needs
- ◆ Assessment of all children starting primary school
- ◆ Class sizes of 30 or under for five-, six- and seven-year-olds
- ◆ Improved standards in literacy and numeracy

Helping Pupils to Achieve

- ◆ More setting of pupils according to ability within comprehensive schools
- ◆ Home-school contracts explaining parents' and schools' rights and responsibilities
- ◆ National guidelines for homework and the establishment of a network of homework centres
- ◆ Improved arrangements for dealing with pupils with behavioural difficulties
- ◆ Fewer pupils leaving school before GCSEs and fewer unauthorised absences
- ◆ Improved work-related learning
- ◆ National nutrition standards for school meals

Standards and Accountability

- ◆ School performance tables to show pupils' rate of progress
- ◆ Schools to set and implement their own improvement targets
- ◆ A new framework of foundation, community and aided schools
- ◆ Fair and open calculation of school budgets
- ◆ LEAs to adopt development plans agreed with the DfEE
- ◆ Education Action Zones to provide targeted support to areas most in need
- ◆ Increased representation of parents on governing bodies and parent representatives on LEAs

Teachers and Training

- ◆ Introduction of a professional qualification for all new headteachers
- ◆ National training arrangements for existing headteachers
- ◆ Improved initial teacher training with emphasis on literacy and numeracy
- ◆ Improved support for newly qualified teachers
- ◆ New grade of Advanced Skills Teacher
- ◆ Improved assessment arrangements for heads and teachers
- ◆ Fast track procedures for dealing with incompetent teachers
- ◆ New General Teaching Council to speak for the profession

Looking to the Future

- ◆ National strategy for information and communications technology
- ◆ Schools to be linked to a National Grid for Learning
- ◆ Clear strategy for educational research and development

ABBREVIATIONS

ACCAC	Qualifications, Curriculum and Assessment Authority (Welsh acronym)
AEB	Associated Examining Board
ASB	Aggregated Schools Budget
ATL	Association of Teachers and Lecturers
AUT	Association of University Teachers
BEd	Bachelor of Education
BTEC	Business and Technology Education Council
CASE	Campaign for State Education
CAT	Credit Accumulation and Transfer Scheme
CCTA	City College for the Technology of the Arts
CFE	Common Funding Formula
CGLI	City and Guilds of London Institute Examinations Board
CLEA	Council of Local Education Authorities
CoEA	Certificate of Educational Achievement
CPD	Continuing Professional Development of Teachers
CRAC	Careers Research and Advisory Centre
CSCFC	Conference of Scottish Centrally Funded Colleges
CSU	Central Services Unit (Higher Education)
CTC	City Technology College
DfEE	Department for Education and Employment
EBD	Emotional and Behavioural Difficulties
EFL	English as a Foreign Language
EWO	Education Welfare Officer
FAS	Funding Agency for Schools
FE	Further Education
FEDA	Further Education Development Agency
FEFC	Further Education Funding Council (for England)
FEFCW	Further Education Funding Council for Wales
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
GEST	Grants for Education Support and Training
GM	Grant-Maintained
GNVQ	General National Vocational Qualification
GSB	General Schools Budget
HEADLAMP	Headteachers' Leadership and Management Programme
HEFCE	Higher Education Funding Council for England
HEFCW	Higher Education Funding Council for Wales

HEI	Higher Education Institution
HEQC	Higher Education Quality Council
HESA	Higher Education Statistics Agency
HMI	Her Majesty's Inspectorate
HND	Higher National Diploma
IAASE	Independent Appeals Authority for School Examinations
ITT	Initial Teacher Training
KS	Key Stage
LCCI	London Chamber of Commerce and Industry Examinations Board
LEA	Local Education Authority
LGA	Local Government Association
LMS	Local Management of Schools
MAFF	Ministry of Agriculture, Fisheries and Food
NAHT	National Association of Head Teachers
NASUWT	National Association of Schoolmasters/Union of Women Teachers
NATFHE	University and College Lecturers' Union
NCET	National Council for Educational Technology
NCVQ	National Council for Vocational Qualifications
NDPB	Non-Departmental Public Body
NEAB	Northern Examination Assessment Board
NIACE	National Institute for Adult and Continuing Education
NPQH	National Professional Qualification for Headteachers
NRA	National Record of Achievement
NTTC	National Teacher Training Curriculum
NUT	National Union of Teachers
NVQ	National Vocational Qualification
OCEAC	Oxford and Cambridge Examination and Assessment Council
OFSTED	Office for Standards in Education
OHMCI	Office of Her Majesty's Chief Inspector
OU	Open University
PAT	Professional Association of Teachers
PFI	Private Finance Initiative
PGCE	Postgraduate Certificate of Education
PICKUP	Professional, Industrial and Commercial Updating
PRU	Pupil Referral Unit
PSB	Potential Schools Budget
PTA	Parent-teacher Association
QCA	Qualifications and Curriculum Authority
QTS	Qualified Teacher Status
RgI	Registered Inspector

RSA	Royal Society of Arts Examinations Board
SACRE	Standing Advisory Committee for Religious Education
SCAA	School Curriculum and Assessment Authority
SCITT	School-Centred Initial Teacher Training
SCOP	Standing Conference of Principals
SCUE	Standing Conference on University Entrance
SEDA	Staff and Educational Development Association
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SENT	Special Educational Needs Tribunal
SENTC	Special Educational Needs Training Consortium
SHA	Secondary Heads' Association
SKILL	National Bureau for Students with Disabilities
SNA	Special Needs Assistant
SRB	Single Regeneration Budget
SSA	Special Support Assistant
STA	Specialist Teacher Assistant
STAR	Specialist Teacher Assistant Record
STRB	School Teachers' Review Body
TEC	Training and Enterprise Council
TTA	Teacher Training Agency
UCAC	National Association of Teachers for Wales
UCAS	Universities and Colleges Admissions Service
UCEA	Universities and Colleges Employers' Association
UCoSDA	Universities and Colleges Staff Development Agency
UKCVCP	Committee of Vice-Chancellors and Principals of the Universities of the UK
WJEC	Welsh Joint Education Committee
YT	Youth Training

Section 1:

GENERAL ORGANISATION AND ADMINISTRATION

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1. GENERAL ORGANISATION AND ADMINISTRATION

1.1 Historical overview

The Education Act 1944 has been the basis of legislation affecting primary and secondary education in England and Wales. However, many changes have been made to schools' legislation in recent years, and therefore two consolidation Acts have been introduced. The Education Act 1996 brings together, into a single statute, the current provisions of a wide range of laws enacted since the Second World War, although the substance of these laws has not been affected. The Act repeals certain earlier statutes in their entirety, including the Education Act 1944, the Education (Miscellaneous Provisions) Act 1948, the Education (Miscellaneous Provisions) Act 1953, the Education Act 1981, and the Education Act 1993. Large sections of other major Acts, such as the Education Reform Act 1988, which introduced the National Curriculum, the Education Act 1980, and the Education (Schools) Act 1992 have also been repealed. The Schools Inspections Act 1996 consolidates legislation relating to the inspection of schools.

1.2 Fundamental principles and general legislative framework

The Education Act 1944 (Section 7) stated that the statutory system of education must be a continuous progression divided into three distinct stages, namely primary, secondary and further. The last stage of education, 'further', included what was later to be defined as higher education. These stages are restated in the Education Act 1996, which superseded the Education Act 1944. The Education Act 1944 was based on the principle of providing free full-time education, suitable to their needs, for all children during the defined compulsory stage of education.

In England and Wales, the Education Act 1944 was, until recently, the basis of legislation affecting primary and secondary education. However, the Education Act 1996 now provides the basis for the management of all schools. The principal legislation governing further and higher education is the Further and Higher Education Act 1992.

1.2.1 School legislation

The basic principle underlying school education is that it should provide a balanced and broadly based curriculum. The Education Act 1996 defines a balanced and broadly based curriculum as one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

The statutory school age is 5 years to 16 years. By law, all children of statutory school age must receive efficient full-time education suitable to their age, ability, aptitude and to any special educational needs (SEN) which they may have, either by regular attendance at school or otherwise. If a child does not attend school, then any alternative provision which is made is subject to the approval of the appropriate local education authority (LEA).

Children must start school in the term following their fifth birthday (unless alternative provision is made); however, most children start school earlier. Young people may leave school on the 'School Leaving Date', if they are 16 on or before the School Leaving Date or, if their sixteenth birthday falls between the School Leaving Date and the start of the next school year. Young people are encouraged not to leave school before completing external examinations at the end of key stage 4.

In accordance with the Education Act 1996, which superseded Part I of the Education Reform Act 1988 relating to the National Curriculum, compulsory education is divided into four key stages: key stage 1 for pupils aged 5 to 7; key stage 2 for pupils aged 7 to 11; key stage 3 for pupils aged 11 to 14; and key stage 4 for pupils aged 14 to 16.

1.2.2 Legal status of maintained schools and city technology colleges

State education for pupils of statutory school age (5 to 16 years) is provided in two types of maintained school: LEA-maintained and grant-maintained (GM) schools. Legal provisions covering the creation and operation of all maintained schools are now based on the Education Act 1996 (which superseded the Education Act 1944 and subsequent enactments). The category of GM schools was originally established by the Education Reform Act 1988. City technology colleges and city colleges for the technology of the arts were also established by the 1988 Act but have been designated as independent schools even though they are largely publicly funded.

LEA-maintained schools

LEA-maintained schools may be county schools or voluntary schools. County schools are totally financed and maintained by the State through local education authorities. Voluntary schools are those which were originally established by a foundation body (usually religious or charitable) and were subdivided into three categories by the Education Act 1944. The categories are voluntary-aided schools, voluntary-controlled schools and special agreement schools (see p. 2-3) for the level of funding for voluntary schools). Foundation governors (representatives of the founding body) must outnumber the rest of the governors on the school governing body of voluntary-aided and special agreement schools.

Grant-maintained (GM) schools

The category of grant-maintained (GM) schools was originally established by the Education Reform Act 1988 but their operation is now governed by the provisions of the Education Act 1996. All primary, secondary and special schools maintained by LEAs are eligible to apply to the Secretary of State for Education for grant-maintained status, following a ballot in which a majority of the parents vote to do so. Assets owned or held by the LEA for the purposes of the school normally transfer to the governors for the lifetime of the school. Members of staff who work solely at the school transfer from the employment of the LEA to that of the governing body.

GM schools in England receive their funding from the Secretary of State, through the Funding Agency for Schools (FAS); those in Wales receive funding from the Secretary of State for Wales.

GM schools are self-governing. They are not controlled by an LEA. The governing body of a GM school has full responsibility for managing the school's affairs within the framework of legislation which applies to all state schools. GM schools receive a level of funding equivalent to comparable LEA schools plus additional funding to meet the costs of their increased responsibilities (see p. 2-4).

The Education Act 1994 extended eligibility for grant-maintained status to state special schools, and enabled independent promoters to propose the establishment of new GM schools. In July 1997, 1,089 schools in England and 16 in Wales had become grant-maintained.

City technology colleges (CTCs)

City technology colleges (CTCs) and city colleges for the technology of the arts (CCTAs) are a category of *independent school* originally created by the Education Reform Act 1988. The Act made provision

for the establishment, in urban areas, of CTCs for pupils of all abilities aged 11 to 18 years. CTCs provide a broadly based education with emphasis on science and technology; in CCTAs, the emphasis is on the technology of the creative and performing arts. Independent of their LEAs, CTCs and CCTAs are managed by sponsors or promoters, who are expected to meet, or make a substantial contribution towards, the cost of buildings and equipment. The Department for Education and Employment (DfEE) pays the staff salaries and the costs of equipment, materials and maintenance, subject to the school's fulfilling a mutually agreed contract. Unlike other independent schools, these colleges may not charge tuition fees. There are 15 CTCs in operation, and one CCTA.

1.2.3 Further education legislation

The Further and Higher Education Act 1992 defines further education as:

- full-time and part-time education suitable to the requirements of persons over compulsory school age (16 years) including vocational, social, physical and recreational training;
- organised leisure-time occupation provided in connection with the provision of such education.

Full-time education for pupils over compulsory school age is considered as secondary education (not further education) where it is provided in a school which also educates pupils of compulsory school age and as such is subject to Schools Regulations.

Further education is provided free of charge to students under the age of 19. Courses for adults may be subsidised by LEAs.

Adult education is deemed to come within the sphere of further education.

Legal status of further education institutions

The Further and Higher Education Act 1992 created a new sector of autonomous further education corporations and designated institutions funded by the Further Education Funding Councils (FEFC sector). There are two further education funding councils, the Further Education Funding Council for England and the Further Education Funding Council for Wales. FEFC sector institutions include further education colleges (both general and specialist), tertiary colleges and sixth-form colleges. The majority of institutions within the sector are further

education corporations, that is, public corporations, and, as such, they are subject to company law. Institutions which provide largely part-time further education courses for adults are maintained by LEAs.

1.2.4 Higher education legislation

Higher education is defined in the Education Reform Act 1988 as education provided by means of a course of any description that is of a standard higher than the standard of courses leading to General Certificate of Education Advanced-level (GCE A-level) or Business and Technology Education Council (BTEC) National Diploma or Certificate.

There is no single coherent body of legislation dealing with higher education. However, the Further and Higher Education Act 1992 introduced major reforms, including the creation of a single sector for all higher education institutions funded by the Higher Education Funding Councils of England and of Wales. However, for historical reasons, there remain differences of structure between institutions commonly referred to as the 'old' universities and those referred to as the 'new' universities and other higher education institutions which do not use the title 'university'.

Legal status of higher education institutions

Most universities have been created by Royal Charter but others are based on Parliamentary Statute. Whatever the legal basis, each university is self-governing. Any amendment to charters and statutes is made by the Crown acting through the Privy Council on the application of the universities themselves. The Education Reform Act 1988 made provision for higher education corporations and in general the 'new' universities are managed by such corporations. Most of the 'new' universities were previously polytechnics. Polytechnics were originally set up by charitable endowment to enable working-class men and women to advance their general knowledge and industrial skills on a part-time or full-time basis. Many of the other higher education institutions were originally established by LEAs, but now also enjoy autonomous status.

The Further and Higher Education Act 1992 allows all institutions of higher education to include the word 'university' in their title, subject to their fulfilling certain criteria. Consequently, the number of institutions that are designated as universities has grown in recent years.

Each higher education institution decides which degrees and other qualifications it will offer and the conditions on which they are offered. Nevertheless, all are organised along similar lines and all offer research opportunities as well as a wide range of taught courses at undergraduate and post-graduate levels. Universities offer first degrees, post-graduate degrees and some professional qualifications at post-graduate level. They also offer diplomas, professional qualifications and certain qualifications below degree level which are nevertheless defined as higher education.

1.3 Administration at national level

The education systems in England and Wales are broadly the same. Education is administered at both national and local level in each country. Education legislation is contained in a series of Education Acts and Statutory Instruments (Orders) made by the Secretary of State for Education in England and the Secretary of State for Wales in Wales and approved by Parliament. Education Acts apply to both England and Wales but, when applied to Wales, references to the Secretary of State refer to the Secretary of State for Wales. Acts are implemented by means of Orders; these may be introduced separately for England and Wales and may differ in detail. Amongst these are differences in National Curriculum requirements, including requirements for the teaching of the Welsh language and other Welsh elements in some subjects. Responsibility for the education system in England and Wales is decentralised and is distributed among central government, local education authorities (LEAs) (see p. 1-10), churches and other voluntary bodies, individual institutions and the teaching profession. Central government has powers and responsibility for the total provision of the education service, for determining national policies and for planning the direction of the system as a whole. LEAs, school governing bodies (see p. 1-16), and further and higher education institutions implement and administer the policies and also have statutory powers.

Although the legislation and structure of the education systems in England and Wales are very similar, the particular needs of education in Wales are addressed by the Secretary of State for Wales, the Welsh Office, Her Majesty's Chief Inspector (Wales) (see p. 10-9) and the Welsh agencies, for example, the Qualifications, Curriculum and Assessment Authority for Wales (known by its Welsh acronym ACCAC) and the Higher Education Funding Council for Wales (see p. 2-8). Special provision is made for teaching through the medium of Welsh.

The Welsh Language Board is responsible for promoting and facilitating the use of the Welsh language and for advising the Secretary of State, public bodies and others on matters concerning the Welsh language. Under the Welsh Language Act 1993, the Board will consider Welsh language schemes prepared by LEAs, school and college governing bodies and other public bodies involved in education in Wales. The Language Board also has a broader role, complementing the statutory responsibilities of the other agencies in their specific areas of operation, by providing an overview to help ensure coherence and consistency so that the use of the language can be promoted and facilitated.

1.3.1 Ministers with responsibilities for education

England and Wales each have a Secretary of State who has responsibility for education.

England

The Secretary of State for Education and Employment is appointed by the Prime Minister of the day and is accountable to Parliament for controlling and giving direction to the public education system in England and Wales. The Secretary of State is supported by two Ministers of State and three Parliamentary Under-Secretaries. The professional and administrative staff of the Department for Education and Employment (DfEE) and the staff of the various non-departmental public bodies (NDPBs), such as the Office for Standards in Education (OFSTED), also assist. The Secretary of State represents education and employment in the Cabinet. Within the total sum allocated by the Treasury for education, the Secretary of State determines the annual grants to LEAs. The Secretary of State for Education establishes new policies when they are required, consults relevant organisations and is responsible for monitoring the quality of schooling and for the efficient use of resources. The Education Act 1996, which superseded the Education Act 1944 and subsequent legislation, gives the Secretary of State important powers to prevent LEAs and school governing bodies from behaving unreasonably and to act as arbiter in disputes between LEAs and school governing bodies, or between parents and school governing bodies or LEAs.

Wales

The Secretary of State for Wales is appointed by the Prime Minister of the day and is accountable to Parliament for all delegated matters relating to Wales, including those aspects delegated in accordance with the Transfer of Functions (Wales) Order 1970 and the Transfer of Functions (Wales) (No 2) Order 1978. He is assisted by two Parliamentary Under-Secretaries and by the staff of the Welsh Office and the Office of Her Majesty's Chief Inspector (Wales) (see p. 10-10).

The Secretary of State for Wales is responsible for all matters relating to education and training in Wales, with the exception of matters relating to the terms and conditions of service of teachers, which remain the responsibility of the Secretary of State for Education and Employment.

1.3.2 Ministries with responsibilities for education

The Department for Education and Employment (DfEE) (in England), and the Welsh Office (in Wales) are the ministries responsible for education.

Department for Education and Employment (DfEE)

The DfEE is the central government department responsible for planning and monitoring the education service in England. The DfEE is staffed by permanent civil servants, headed by a Permanent Secretary, who are responsible directly to the Secretary of State for Education and Employment. The DfEE has no regional structure, but it is divided into a number of Directorates responsible for different aspects or sectors of the education and employment service. Each Directorate is composed of several Divisions. Some of the DfEE Directorates are located outside London.

The DfEE publishes guidance to assist LEAs and schools to implement legislation and other regulations. 'Statutory Instruments' provide detailed procedures for the implementation of Acts of Parliament (Laws) and have the power of law. 'Circulars' explain legislation and regulations and provide detailed guidance on how they should be implemented, but they do not have the force of law. 'Administrative Memoranda' and 'circular letters' provide advice on day-to-day matters. The DfEE commissions and publishes independent reports on aspects of the education system, which are advisory unless they become incorporated into legislation. The DfEE also publishes statistical information.

The Department's aims for the education service are:

- to raise general standards of educational attainment and ensure progress towards the National Targets for Education and Training;
- to enable individuals to realise their full potential and secure qualifications at the highest level of which they are capable;
- to equip pupils and students for the responsibilities of adult life;

- to increase the relevance of what pupils and students achieve to the world of work so as to enhance the nation's international competitiveness;
- to enhance choice and diversity for parents and students.

Welsh Office

The Welsh Office is responsible to the Secretary of State for Wales. The Welsh Office is concerned primarily with policy development. It has relatively few executive functions, but oversees and, where appropriate, directs the execution of government policies by local authorities, the health service, non-departmental public bodies (NDPBs) and Training and Enterprise Councils (TECs). The wide range of the work of the Welsh Office is reflected in its structure of 12 groups split into almost 60 divisions, four of which deal with educational policy. The multifunctional nature of the Welsh Office gives rise to scope and provision of an integrated approach to education, industrial policy and training. The Welsh Office conducts its business in English and Welsh.

1.3.3 Funding bodies

Funding for educational institutions is provided through LEAs and through national agencies including the Funding Agency for Schools (FAS), the Further and Higher Education Funding Councils and the Teacher Training Agency (TTA). For further information on funding bodies see Section 2.

1.3.4 Curriculum and assessment authorities

The Education Act 1997 established a new curriculum and assessment authority for England. The Qualifications and Curriculum Authority (QCA) replaces the School Curriculum and Assessment Authority (SCAA) and the National Council for Vocational Qualifications (NCVQ) (the merger is due to take place on 1 October 1997). In Wales, Awdurdod Cwricwlwm ac Asesu Cymru (the Curriculum and Assessment Authority for Wales) has been renamed. It is now known as Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (ACCAC), or the Qualifications, Curriculum and Assessment Authority for Wales. The functions of these bodies with respect to the curriculum, assessment and external qualifications are described in Section 10.

1.4 Administration at local level

1.4.1 Local education authorities

Local education authorities (LEAs) were originally established by the Education Act 1944. The function of the county, district or borough councils, designated as LEAs, is the provision and organisation of public education services. Council members are representative of, and elected by, the residents of the area. The duties and powers of LEAs are now laid down in the Education Act 1996.

Although since 1993 it has not been a statutory obligation to establish an Education Committee, all LEAs have continued to do so. The membership of these Committees comprises elected council members (the majority) and a minority of members who have experience in education or are familiar with the educational conditions prevailing in the local area. In practice, most responsibilities for education are delegated to the Education Committee, but the county, district or borough council retain overall legal responsibility. There is still a statutory duty for LEAs to have a Chief Education Officer and the management of the education service is delegated to this officer (sometimes known as the Director of Education), with assistance from professional education officers, advisers and administrative staff.

Where LEAs have a duty or a power to provide benefits or services for pupils, they must make provision for pupils in GM schools on an equal basis to pupils in LEA-maintained schools.

As a result of local government reorganisation, the number of LEAs has increased in recent years. In April 1997 there were 157.

Under the Education Act 1997, the Secretary of State for Education and Employment (or in Wales, the Secretary of State for Wales), may request the relevant Chief Inspector to arrange for any LEA to be inspected. The request must specify the LEA(s) concerned and the functions to which the inspection is to relate. Inspections may be conducted either by one of Her Majesty's Inspectors or another authorised inspector and may also involve the Audit Commission for Local Authorities and the National Health Service in England and Wales.

Following an inspection, a written report must be sent to the LEA and to the Secretary of State. The LEA must publish the report and a statement of the action it proposes to take. The statement must include a timescale for any such actions.

Provision of school places

The primary duty of LEAs (in collaboration with the Funding Agency for Schools, as appropriate) is to ensure that there are sufficient schools and teachers to provide efficient education to meet the needs of the population of their area and to deliver the National Curriculum. LEAs must coordinate school admission policies and facilitate any parental appeals against school placements.

Financial administration

LEAs are responsible for financing LEA-maintained schools and any adult education establishments maintained by them. They set a budget for the education service in their area and determine the funding for individual institutions. School budgets must be calculated and delegated in accordance with the local management of schools (LMS) formula approved by the Secretary of State.

LEAs secure capital funding from central government via the overall local authority capital settlement to deliver the capital programme. LEAs are responsible for applying for and administering Grants for Education Support and Training (GEST) funding (see p. 2-2).

LEAs must also administer the statutory maintenance grants payable to students enrolled on designated courses of higher education. The Government reimburses LEAs for these payments.

For further details about LEAs and school finance, see Section 2.

Local management of schools (LMS)

Local management of schools (LMS) requires the delegation by LEAs of the responsibility for the management of all primary, secondary and special schools and their budgets (including the recruitment, employment, deployment and remuneration of teaching and non-teaching staff) to school governing bodies. This delegation of responsibility involves continuing consultation between the LEA and the school governing body on matters of staff management. Thus the role of the LEAs has changed and become more strategic, whilst school governing bodies have taken over more management functions. LMS does not apply to nursery schools or pupil referral units.

The purpose of LMS is to improve the quality of teaching and learning by enabling the governing bodies and headteachers to make more effective use of the resources available to them and by allowing them to be more responsive to the needs and wishes of parents, pupils, the local community and employers. LEAs have the power to withdraw

the delegated budget, where it appears that the governors have failed to comply with requirements of the scheme or have not managed the school's budget in a satisfactory manner.

Quality assurance

LEAs are responsible for quality assurance in the schools which they maintain and for taking initial action in failing schools. Inspections must be carried out in accordance with the Schools Inspections Act 1996. See Section 10 for more information on the evaluation of schools at national and local level.

Staffing

LEAs make statutory checks on all teachers and people employed in schools maintained by them in accordance with DFE Circular 9/93. LEAs are the formal employers of teachers in county schools, voluntary-controlled schools and special agreement schools. In voluntary-aided schools, the school governing body is the employer. The school governing body determines the appointment and dismissal of teachers but the LEA has a duty to advise on the appointment of headteachers. LEAs support teachers through teachers' resource centres, advisory and support teams in particular curricular areas and the provision of continuing professional development courses. Under LMS, schools may have to 'buy in' some of these services. LEAs oversee the appraisal of teachers in accordance with the Education (No. 2) Act 1986. LEAs also consult with teachers' and other unions.

Ensuring regular school attendance

Under the Education Act 1996 (which superseded the Education Act 1944), parents have a duty to ensure that children of compulsory school age (5-16) receive an efficient full-time education suitable to their age, ability and aptitude, and to any special educational needs they may have, either by regular attendance at school or otherwise.

LEAs are charged with ensuring that parents meet this responsibility and, under the Education Act 1996, have a range of powers available to them. LEAs can issue a School Attendance Order requiring the parent to register the child at a school named in the Order, can initiate legal proceedings against parents where a registered pupil of compulsory school age is failing to attend school regularly, or may apply to the courts for an Education Supervision Order (Section 36 of the Children Act 1989) in relation to a particular child.

The school attendance enforcement functions of LEAs are usually carried out by LEA employees, Education Welfare Officers (EWOs), known in some areas as Education Social Workers. EWOs work

closely with schools and families on attendance and related pupil welfare issues. It is for each LEA to decide how many EWOs to employ and how best to deploy them. There are two national associations representing the interests of EWOs: the Association of Chief Education Social Workers (ACESW) and the National Association of Social Workers in Education (NASWE).

All schools are required to keep a central record of pupils in the form of an admissions register and, in addition, an attendance register on which the presence or absence of each pupil (other than boarders) is noted at the start of the morning and afternoon sessions. The attendance register must also indicate whether the absence of a pupil of compulsory school age was authorised or unauthorised. Guidance on how to classify different types of pupil absence has been issued to all schools and LEAs in booklet form (GB. DFE, 1994c).

Special needs provision

LEAs are responsible for assessing and making provision for the special educational needs of children aged between 2 and 19 years, in mainstream schools, or in special units or special schools. LEAs must maintain an educational psychology service to assess the special educational needs of individual children and to provide guidance and counselling for parents and teachers to help them meet these needs. The Education Act 1996 empowers LEAs to make exceptional provision in school or otherwise such as in pupil referral units (PRUs) for those pupils who are not attending schools because of illness or because they have been excluded.

Dealing with complaints

Section 409 of the Education Act 1996 requires all LEAs to make formal arrangements (subject to approval by the Secretary of State) for dealing with complaints from parents or others. Such a complaint may be made against the LEA or against the school governing body of an LEA-maintained school and may concern the delivery of the National Curriculum and other related matters. In GM schools, this responsibility rests with the school governing body.

School meals

LEAs must ensure that free school meals are provided for those pupils who are entitled to receive them. The Social Security Act 1986 defines these children as those whose parents are receiving a type of state benefit known as Income Support. They may also provide, at their discretion, a midday meal for all children at school, and, if they choose to, they must make a charge for whatever is provided. The balance between subsidy and paid service is decided by the LEA, but they must

operate an equal pricing policy by which all pupils are charged the same price for a particular item. Under LMS regulations, the responsibility for managing the service at school level can be delegated to the school governing body.

Grants and allowances

Under the Education Act 1996, LEAs have the power to provide clothing or clothing allowances for children who would otherwise be unable to take advantage of the education provided. LEAs may also pay grants for the purpose of enabling pupils to take advantage, without hardship to themselves or their parents, of any education facilities available to them. LEAs also have the power to make maintenance allowances to children over compulsory school age. These powers were originally bestowed on the LEAs by the Education Act 1944 and other post-war legislation.

Other responsibilities

LEAs must:

- provide transport free of charge for pupils of compulsory school age who do not live within walking distance of the nearest suitable school (see p. 1-30);
- provide a youth service and adult education;
- compile returns and reports and respond to enquiries from the DfEE and other statutory bodies, such as the Ombudsman and the Audit Commission;
- set term and holiday dates for LEA-maintained schools (except for voluntary-aided schools);
- devise and publish a curriculum statement;
- establish and service the Standing Advisory Committee for Religious Education (SACRE);
- establish health and safety policies and procedures and ensure that the school premises regulations are respected;
- secure the availability of governor training.

1.4.2 The Council of Local Education Authorities (CLEA)

The Council of Local Education Authorities (CLEA) was established in 1974. It acts on behalf of local authority education committees in those areas where joint action is appropriate. It aims to strengthen the status and influence of the local government sector of education. CLEA is now a Task Group of the Education Committee of the newly formed Local Government Association (LGA).

1.4.3 The Welsh Joint Education Committee (WJEC)

The Welsh Joint Education Committee (WJEC) formerly served as a joint committee of the LEAs in Wales but is now a company limited by guarantee, owned and controlled by the 22 unitary councils in Wales. The WJEC undertakes a range of education activities at an all-Wales level. It is the examination board in Wales for the General Certificate of Secondary Education (GCSE), the General Certificate of Education Advanced-level (GCE A-level) and the Certificate of Education (CoE). The WJEC works in partnership with the City and Guilds of London Institute in the provision of vocational qualifications in Wales and it is responsible for the external marking of key stages 2 and 3 National Curriculum tests for schools in Wales. As the National Language Unit of Wales, it supports and coordinates Welsh Language teaching mainly through continuing professional development and the provision of learning resources in the medium of Welsh. The WJEC administers other education units including a Microelectronics Education Unit (MEU Cymru), which provides software for use in Welsh schools; an Asset to Industry Unit, which provides consultancy services to industry in developing vocational qualifications; and a European Unit. The WJEC houses other agencies such as the Comenius Centre for Wales and the National Institute for Adult Continuing Education (Cymru).

1.5 Administration and management at institutional level

The management and administration of education at institutional level encompasses those responsibilities which are delegated to the governing bodies of individual educational establishments and to their head teachers and principals and their colleagues.

1.5.1 Schools

Following the introduction of local management of school (LMS) schemes under the Education Reform Act 1988 (see p. 1-11), most school administration and management functions are now effected at institutional level. Responsibilities are shared between the headteacher and the school governing body.

In order to make the self-management of schools effective, the DfEE recommends the use of a School Development Plan. Advice on how to formulate the plan is given in two handbooks (Hargreaves *et al.*, 1989 and Hargreaves, 1991).

School governing body

All LEA-maintained schools must have a school governing body comprising representatives of the LEA, the community, the parents and the teaching staff of the school. Voluntary schools must also have representatives of the founding body. The required composition of the governing bodies of grant-maintained (GM) schools is similar, but does not include representatives of the LEA. The membership, functions and conduct of the school governing body are laid down in the Instruments of Government and the Articles of Government for each school. It is the responsibility of the school governing body to decide the general direction of the school and its curriculum, subject to the requirements of the National Curriculum. It must ensure that the National Curriculum is implemented and that religious education is taught. The school governing body decides how the budget will be spent and how many staff the school should employ. It selects all members of staff, including the headteacher, and is responsible for promoting, and disciplining staff other than the headteacher. The governing body also acts as a link between the local community and the school. In practice, the governing body delegates much of the responsibility for the day-to-day management of the school to the headteacher while retaining a strategic role in developing and monitoring the implementation of policy at the school.

Responsibilities of headteachers

Every school, whether a maintained school or independent school, has a headteacher who is responsible for the internal organisation, management and control of the school. Most headteachers are assisted by one or more teachers designated as deputy headteacher(s) and by other senior staff.

Headteachers must carry out their professional duties in accordance with the Education Acts and any other relevant authority, such as any foundation trust deed which may exist in relation to the school and the terms of their appointment. Subject to these, headteachers are responsible for the internal organisation, management and control of their schools. In carrying out their duties, headteachers must consult, as appropriate, with the LEA, the school governing body, the staff of the school and the parents of its pupils. The headteacher usually delegates specific aspects of curriculum organisation, teaching methods or pastoral care to senior members of the teaching staff.

a) Organisation

Headteachers are responsible for the formulation and implementation of the overall aims and objectives of their schools with respect to the curriculum and assessment and to the welfare and behaviour of all pupils and staff.

b) Staff

Headteachers participate in the recruitment and appointment of the teaching and non-teaching staff. They are responsible for assigning duties; for supervising and participating in the appraisal of teacher performance; and for promoting the continuing professional development of all teachers.

c) Curriculum

Together with the LEA (as appropriate) and the school governing body, headteachers must ensure that the National Curriculum is delivered to all pupils in the school, except those for whom disapplication is made on grounds of special educational needs.

d) Communication and liaison

Headteachers must promote good relations between the school and the parents of its pupils by providing regular reports on pupil progress and information about the curriculum, organisation and other matters affecting the school. They must advise and assist the school governing body in its work by attending meetings, by reporting on their work, or in other ways. Headteachers in LEA-maintained schools must report on their responsibilities to the LEA, as required.

e) Resources

Headteachers are responsible for allocating, controlling and accounting for the financial and material resources of the school under their control. They must also make arrangements for the security and effective supervision of the school buildings and their contents and of the school grounds.

f) Teaching

In so far as their other responsibilities allow, headteachers should participate in the teaching of pupils at the school, including the provision of cover for absent teachers.

g) Evaluation

Headteachers are responsible for regular review of the organisation of the school and of the standards of teaching and learning.

1.5.2 Further education

The management of further education institutions is determined to a large extent by the different legislation which governs the two types of institutions, namely Further Education Funding Council (FEFC) sector institutions and adult education centres.

Further Education Funding Council (FEFC) sector institutions

FEFC sector institutions are autonomous bodies which have legal status as public corporations (companies). The members of the institution's corporation (usually still called the governing body), have a role similar to the board of directors of a company. Together with the principal and senior management, they are responsible, within the limits imposed by their statutory obligations, for all decisions affecting the institution.

The regulations for the government of institutions in the new FEFC sector are laid down in two Statutory Instruments: 'Education (Government of Further Education Corporations) (Former Further Education Colleges) Regulations 1992' (SI 1992/1963) and 'Education (Government of Further Education Corporations) (Former Sixth Form Colleges) Regulations 1992' (SI 1992/1957). For historical reasons, there are slight differences in the regulations for further education colleges and sixth-form colleges. The Further Education Corporation is the governing body of the institution. The academic board (when applicable) provides advice on academic matters.

a) Responsibilities of the principal

The principal is responsible for the organisation, direction and management of the institution and for the leadership of the staff, including the determination of the institution's academic activities, after consulting the academic board as appropriate. The principal is also responsible for the maintenance of student discipline.

b) Responsibilities of the governing body

The governing bodies of institutions in the FEFC sector should consist of between ten and 20 members, including the principal and one member from the local Training and Enterprise Council (TEC). Other members are drawn largely from local business and industry, but also include staff members and one student member. In sixth-form colleges, there are also parent members. The members have a four-year term of office and should meet at least once a term. The governing body may set up committees and delegate functions to committees or to the chairman or the principal. Committees may advise on matters such as finance or employment policy. The responsibilities of the members include determining the educational character and mission of the institution and ensuring the effective and efficient use of resources.

They are responsible for all matters relating to the appointment, remuneration and conditions of service of senior staff and set the framework for the pay and conditions of non-senior staff. They must make an annual statement of accounts in line with directions from the Further Education Funding Council for England or Wales.

c) Academic board

In institutions other than sixth-form colleges, an academic board must be created to advise the principal on the standards, planning, coordination, development and oversight of the academic work of the institution, including the arrangements for the admission, assessment and examination of students and the procedures for the expulsion of students on academic grounds.

d) Internal organisation

Further education institutions are free to decide their own organisational structures and to adapt them to meet changing circumstances. Most institutions are organised into departments or faculties. The head of department is responsible for a group of courses. Large departments may have senior lecturers responsible for the work of sections of the department.

Most colleges employ a chief administrative officer, responsible for the general administration of the college and for the supervision of non-teaching staff.

Adult education centres

Adult education centres are under the control of the LEA. The Education Reform Act 1988 permitted LEAs to set up schemes for the local management of these institutions, which resulted in the delegation of certain management functions to governing bodies. Such functions affect the institution, its organisation and its resources.

In adult education centres, the LEA delegates the day-to-day management of the institution to the principal or director. LEAs are encouraged to establish governing bodies in adult education centres and to delegate the management of the budget and staff, but are not obliged to do so.

Adult education centres may be organised along departmental lines, similar to those of FEFC sector institutions. The centres usually have one administrative centre with teaching spread across a number of sites, some of which may be on school premises which remain open in the evening. These centres have a small number of full-time staff who coordinate the work of a large number of part-time staff. However, the organisation of adult education does vary between LEAs.

1.5.3 Higher education

All universities and other higher education institutions are autonomous, and as such decide their own management and administrative structure. They arrange their own administration and recruit staff as they consider appropriate. However, similar patterns are followed by all.

The overall head of a university is usually known as the Vice-Chancellor. The post of Chancellor is an honorary, non-executive position. The head of the administrative section is usually called the Registrar. The most senior governing body is known as the Court and comprises senior staff and elected external members. The Court determines matters of general policy and is not involved with the day-to-day running of a university.

The next most senior body is the Senate, which normally consists of professorial staff, heads of department and representatives of other interests, such as non-professorial staff and trade unions. It takes decisions on matters which are beyond the competence of faculties.

Related departments in universities are grouped into faculties (for example, Faculty of Arts, of Science, of Social Sciences and so on) for administrative purposes. The head of a faculty is known as the Dean and this post usually rotates among senior teaching members of the departments within the faculty, the term of office lasting for one, two or possibly three years. At some universities, the Dean devotes his whole time to faculty business and does not teach whilst in office; at others, a Dean may have a reduced teaching commitment. All members of the teaching staff are members of the appropriate faculty and the faculty is required to take certain actions and decisions, such as approving new courses and formally awarding degrees. The precise function of the faculty varies between universities. There may also be administrative groupings within a faculty, such as a School of Modern Languages within a Faculty of Arts. Every faculty forms a number of committees and there is considerable variation between universities in the frequency of full faculty meetings and the number of committees.

There is no legislation requiring student representation on the bodies mentioned above, but many do have one or two student representatives, whose participation may be limited to a non-voting role. Student representatives may be asked to leave a meeting when certain issues are under discussion.

Other higher education institutions have similar internal divisions, although names for these may be different and structures are generally simpler. The title of Provost, Rector or Principal may be given to the

head of the institution, and the head of administration may be known as either Registrar or Secretary. As in universities, the governing bodies include representatives of the outside community.

1.6 Participation by and consultation with the wider community

Ensuring the participation of the wider community in the education decision-making process is effected by various means within the different phases of education. The principal means is through the representation of different groups on the governing bodies of institutions. Various groups, such as teacher unions, parent associations and representatives of commerce and industry, are also regularly invited by the Government to participate in consultation procedures preceding reforms. Individual charters for parents (in the case of schools), further education and higher education outline the responsibilities and rights of all concerned — whether parents, pupils or students or future employers during these three stages of education.

1.6.1 Schools

Community participation is ensured through representation on governing bodies and membership of parent-teacher associations. The election by the local community of councillors to the local authority and subsequent representation on the authority's education committee also provide an element of local accountability.

Parents

Under Section 7 of the Education Act 1996, parents or guardians have a duty to ensure that children of compulsory school age (5-16) receive an efficient full-time education suitable to their age, ability and aptitude, and to any special educational needs they may have, either by regular attendance at school or otherwise.

Parents may seek election to school governing bodies as 'parent-governors'. All schools may have Parent-Teacher Associations (PTAs). Some PTAs provide parents with the opportunity to raise and discuss issues of concern with teaching staff but many are used as a means of organising fund-raising activities. Individual PTAs may belong to regional federations, such as the Greater London Federation of Parent-Teacher Associations, and, through this, to the National Confederation of Parent-Teacher Associations, which acts as a lobby group on behalf of parents.

Parents may also join other lobby groups, the most notable being the Campaign for State Education (CASE), which campaigns for the right of all to experience the highest-quality state education, regardless of race, gender, home circumstances, ability or disability; for a fully comprehensive and locally accountable education system; and for the development of a partnership between home, school and the community.

Parents' rights and responsibilities with respect to their children's education are outlined in the Parents' Charter (see below).

Parents' Charter

The Secretary of State for Education and Employment and the Secretary of State for Wales have introduced Parents' Charters (GB. DFE, 1994b; GB. WO, 1994), which encourage parents to be in active partnership with the school. Children have a right to 'a good education' and parents have a right to know what their child is being taught at school. The Parents' Charters summarise the rights of parents which emanate from a variety of legislation. These include the right to:

- free education for their children at their preferred school, provided that the places have not been filled by pupils who have a stronger claim (see admission arrangements).
- a written report on their child's progress; a summary of the school's inspection report; a performance table, giving comparable information on attendance rates, examination results and the destinations of school leavers in all local schools; a school prospectus; and the Governors' Annual Report;
- assessment of their child's special educational needs (if any) by the LEA and to have appropriate education provided in accordance with the Education Act 1996;
- stand for election as a parent-governor or to vote for a person of their choice;
- participate in a ballot to determine whether their child's school applies for grant-maintained status.

Parents have the right to appeal on a number of issues, ranging from school admissions, special educational needs, examination results and exclusions from school.

1.6.2 Further education

Community participation is assured by representation on the Further Education Funding Councils and on the governing bodies of institutions. Several advisory bodies also exist.

Further Education Funding Councils

The Further Education Funding Councils include members appointed by the Secretaries of State, drawn from business, industry, professional bodies and local authorities as well as members from the field of further education. The Councils consult widely before adopting new policies and procedures.

Governing bodies

The formal participation of organisations from the local community is primarily through the membership of the institution's governing body. The Corporation (governing body) of institutions in the FE sector has between 10 and 20 members. At least half are from business and industry, including one member from the local Training and Enterprise Council (TEC). The Corporation may also have up to two elected members of staff, an elected student member and up to five representatives of the local community. In former sixth-form colleges, there may also be an elected parent member and members representing the founding body of the institution.

Advisory bodies**Further Education Development Agency**

In April 1995, the Further Education Development Agency (FEDA), superseded the Further Education Unit and the Further Education Staff College. Its role is to support and develop the management of learning across the whole of further education to secure improvements in quality and delivery.

National Institute of Adult Continuing Education (NIACE)

The National Institute of Adult Continuing Education (NIACE) is an advisory body and centre for information, cooperation and consultation in the field of adult continuing education. It receives funding from the DfEE, from the Welsh Office and from LEAs, from universities and from voluntary organisations.

Students and employers

In 1993, charters for further education were published (GB. DFE, 1993a; GB. WO, 1993a) which outline the rights of prospective students, enrolled students and employers.

Students

Prospective students have the right to:

- reliable and impartial advice given at the right time, about the choices available, including information from a careers officer or teacher on courses and qualifications at age 16, the schools and colleges that offer them, and the most appropriate option for each student;

- information on how courses will be taught and assessed;
- information on colleges' policies and arrangements for students with learning difficulties and disabilities;
- accommodation, if it is necessary to live away from home;
- fair and efficient procedures for admission to an institution of further education;
- be shown teaching and other facilities available for students;
- be told college charges and about any financial help that is available.

Existing enrolled students have a right to:

- prompt payment of grants or access funds where appropriate;
- high-quality teaching, subject to independent inspection;
- regular information on personal progress and achievements;
- access to careers advice and other guidance and counselling.

Employers

Employers have the right to expect:

- efficient handling of enquiries;
- that the local college is a responsible and responsive part of the community;
- information to help recruit suitable employees and to place employees on the right courses;
- good teaching for employees;
- information about any facilities and any charges made.

Everyone has the right to open, fair and effective complaints procedures if they are not satisfied with the services they receive.

1.6.3 Higher education

Participation by and consultation with different sections of the community are assured by the representation of these groups on the Higher Education Funding Councils (HEFCs) and on the governing bodies of institutions. The Charter for Higher Education (GB. DFE, 1993b; GB. WO, 1993b), explains the standards of service that social groups within the community (employers, local bodies, the general public) can expect from their local higher education institution.

Higher Education Funding Councils (HEFCs)

The Higher Education Funding Councils include members nominated by the Secretaries of State, drawn from business, industry, professional bodies and local authorities as well as members from the field of higher education.

Governing bodies

The community in general is represented on the most senior governing body in a university, which is the Court. This comprises elected external members as well as senior staff.

The Committee of Vice-Chancellors and Principals of the Universities of the UK (UKCVCP)

The Committee of Vice-Chancellors and Principals of the Universities of the UK (UKCVCP) represents the full range of university interests and speaks on behalf of the universities in general in their relations with the other areas and phases of education, with industry and with the Government. It is a consultative and advisory body with no statutory position. It consists of the executive heads of all the universities of the UK and is paid for by the universities through an annual contribution.

With effect from 1993, in conjunction with the Standing Conference of Principals (SCOP) and the Conference of Scottish Centrally Funded Colleges (CSCFC), the CVCP established several agencies including: the Higher Education Quality Council (HEQC) (due to be replaced by the Quality Assessment Agency for Higher Education); the Universities and Colleges Staff Development Agency, which provides advice, support and resources in the planning, preparation, provision and evaluation of continuing professional and vocational development of all personnel at the institutions; the Universities and Colleges Admissions Service (UCAS); the Central Services Unit (CSU), which supports and assists the work of careers advisory services at the institutions; and the Higher Education Statistics Agency (HESA).

The Standing Conference of Principals (SCOP) is similar to the CVCP and represents non-university higher education institutions.

Students and employers

There is no legislation requiring student representation on the governing bodies of higher education institutions. However, most institutions invite participation or observation by elected student representatives. In 1993, the Department for Education (now the DfEE) and the Welsh Office published parallel Charters for Higher Education (GB. DfEE, 1993b; GB. WO, 1993b), which outline the rights of prospective students, enrolled students, employers and others connected with higher education.

Prospective students should receive:

- clear and accurate information about universities and colleges and the courses they offer;
- the usual entry requirements;
- the quality of provision;
- the residential accommodation available;
- facilities for people with disabilities or learning difficulties;
- full and accurate information about what is available.

Applications should be handled fairly and efficiently.

Existing students should receive:

- prompt payment of grants, loans and any available access funds for which they are eligible;
- an explanation of the aims and structure of the course;
- an opportunity to register a view about the course;
- a high standard of teaching, guidance and counselling;
- proper arrangements for student security and safety;
- equal treatment regardless of their sex or ethnic background.

Employers should receive:

- information about what graduates and holders of diplomas have been taught;
- clear explanations about the purpose of work placements and the arrangements for supervising students;
- contracts for any research or consultancy work they ask the university or college to do.

Those living near a university or college should know what facilities are open to the public and at what charge.

1.7 Guidance services

Section 24 of the Trade Union Reform and Employment Rights Act 1993 requires the Secretary of State for Employment (now the Secretary of State for Education and Employment) to secure the provision of careers services for students in schools and colleges of further education. These services include the collection and dissemination of information about employment, training and education, and the provision of advice and guidance.

In most parts of England and all of Wales, careers services are now being delivered by newly formed careers service companies under contract to the Secretary of State.

Under the Education Act 1997, careers education is defined as education designed to prepare people for taking decisions about their careers including training, employment or occupation or any course of education. All pupils between the ages of 14 and 16 in maintained schools, city technology colleges, city colleges for the technology of the arts and pupil referral units must be provided with a programme of careers education. Schools, pupil referral units and further education institutions must cooperate with careers service advisers. Unless students or their parents (where the student is under the age of 18) object, institutions must provide the names and addresses of students and any other relevant information to enable the careers adviser to give appropriate guidance. They must also allow careers advisers the use of their premises and facilities for interviewing students and they must provide students with careers information and up-to-date reference materials.

All higher education institutions provide careers advice to students.

1.8 Academic calendar

The academic calendar is determined by the institutions themselves in further education and higher education and by LEAs and school governing bodies in primary and secondary schools.

1.8.1 Academic year

Most educational institutions operate a three-term academic year, although the length of these terms may vary according to the level of education.

Schools

The Education (Schools and Further Education) Regulations 1981 make it compulsory for schools to be open for a minimum of 380 half-day sessions per year.

The legal school year runs from 1 September to 31 August. The LEA decides the dates of the school terms for county schools, voluntary-controlled schools and special agreement schools, and the school governing body determines the dates of school terms for voluntary-aided schools, and GM schools. The school year is divided into three terms, with a long summer break of about six weeks in July and August and shorter breaks of two to three weeks at Christmas and at Easter.

Further education

The full academic year runs from 1 September to 31 August in England and from 1 August to 31 July in Wales, although the teaching year is generally shorter. Full-time students usually attend for three terms per year, with holidays at Christmas, Easter and in the summer. However, there is considerable flexibility in the way in which courses are organised. Some courses are offered on a sandwich course basis. Courses may also be provided intensively for a short period, which may include the summer holiday period.

Higher education

The full academic year for higher education runs from 1 September to 31 August. The teaching year is considerably shorter. Organisation of courses is at the discretion of the individual institution, but follows similar patterns. For first degrees, student attendance is normally required from a date varying from the beginning of September to the beginning of October through to the end of June, with breaks lasting between three and five weeks at Christmas and Easter. The organisation of teaching traditionally reflected this three-term system, but institutions are increasingly organising their teaching along the two-semester system, although this does not necessarily involve changing the dates of required attendance. All institutions have fewer teaching weeks in the third term to allow time for revision and examinations. Some cease teaching at the end of the second term. A few have a 'reading week' in the middle of a term, during which no teaching is done and students are expected to work independently. The Universities of Oxford and Cambridge have shorter terms. Certain institutions offer accelerated degrees, which require student attendance for longer periods during the academic year.

1.8.2 Weekly and daily timetable

The weekly and daily timetable is decided at institutional level in all phases of education.

Schools

The school governing body determines the times at which school opens and closes each day. In accordance with the Education Act 1996, governors of county schools, voluntary controlled schools and maintained special schools must discuss any proposed alterations in the times of school sessions with the headteacher, the LEA and with the parents at the Annual Parents' Meeting. Governors of voluntary-aided schools and special agreement schools are advised, but not legally obliged, to follow this consultation procedure.

The Education (Schools and Further Education) Regulations 1981 (Section 10) stipulate that a nursery school or nursery class maintained by an LEA must provide at least one-and-a-half hours of suitable activities, on every half-day session on which a school or class meets. However, sessions are generally longer lasting 2 – 2.5 hours with the majority of children attending for one session each school day, either morning or afternoon.

DES Circular 7/90 suggests the minimum weekly lesson times (including religious education) in schools should be 21 hours (for pupils aged 5 to 7 years), 23.5 hours (for pupils aged 8 to 11 years) and 24 hours (for pupils aged 12 to 16 years). These times are in addition to the daily act of worship, registration, and breaks for lunch and recreation. Most schools provide more hours of lessons than the suggested minimum: in January 1995, the weekly average at key stage 1 (5–7-year-olds) was 22.1 hours; at key stage 2 (7–11-year-olds) 23.5 hours; at key stage 3 (11–14-year-olds) 24.5 hours; and at key stage 4 (14–16-year-olds) 24.6 hours.

Further education

Unlike schools, institutions of further education operate three sessions per day: morning, afternoon and evening.

Courses in adult education centres are normally either part-time or evening classes. Courses in further education sector institutions vary in their duration and in the number of teaching hours per week.

- Full-time courses may last one or more academic years, but the number of hours students are required to attend each day is determined by course requirements.
- Short full-time courses last 18 weeks or less, and are independent of any period of industrial training or employment.
- Sandwich courses require students to spend 19 weeks or more in college during the academic year. Any period of industrial training forms an integral part of the course.
- Day-release courses are for employees, released by their employer to attend courses on one or two days per week.
- Block-release courses are for employees released by their employers for one or more periods of full-time study per year. Block-release courses average up to 19 weeks per academic year.
- Part-time courses are offered for students who can attend college during the day and/or evening, normally for a full academic year.
- Evening class courses may last for several weeks or for a full academic year.

Higher education

Teaching normally takes place between 9.00 a.m. and 5.00 p.m. from Monday to Friday, but may take place at other times. Part-time courses may be offered during the day or in the evening. It is usual for institutions not to organise classes for full-time students on a Wednesday afternoon so that students who wish to do so may participate in sporting activities.

1.9 Geographical accessibility

It is the duty of LEAs to ensure free transport to and from school for pupils attending all maintained schools in their area (including GM schools) if the child does not live within walking distance of the school. Walking distance is usually defined as up to a distance of two miles in the case of a child under the age of eight years and three miles in the case of a child who has attained the age of eight. This must be a route along which a child may reasonably be expected to walk in safety when accompanied by an adult. The LEA must have regard to any parental preference for the child to be educated at a school or institution in which the religious education provided is that of the religion or denomination to which the parents adhere. A parent who chooses to send their child to a school that is not within walking distance and whose child could be offered a place at a suitable school within walking distance must pay the necessary transport costs.

The LEA is also liable to meet the cost of board and lodging, if such arrangements are made for the child in order to ensure that the child receives education suitable to the child's age, ability, aptitude and any special educational needs he or she may have. This is particularly relevant to those in remote rural areas and for island communities.

There is no national policy for educational provision in remote rural and island communities. Minimum size of school and their numbers and any special provisions, such as housing for teachers, are at the discretion of the individual LEAs, within the limits of their resources and policies.

At further education level, the Further Education Funding Council for England has set up regional committees to advise on provision at regional level. Where there is a lack of provision, or a lack of particular facilities, within FEFC sector institutions, the FEFC for England may indirectly fund external institutions, such as adult education centres, to meet local needs.

At higher education level, students may apply to any higher education institution in the country regardless of geographical location. Maintenance grants (see p. 2-12) are higher for students living in London or away from the parental home.

1.10 Choice of school/institution

Parents have the right to express a preference as to which school they would like their child to attend, but admission is generally dependent on the number of children applying for places and the individual school's admission criteria in the case of the school being oversubscribed.

Students may apply for admission to any further or higher education institute but FEFC sector institutions, universities and other higher education institutions are autonomous bodies and each determines its own admissions policy.

1.10.1 Pre-school

Pre-school or nursery education is that provided for children of between two and five years.

Nursery education for pupils under five is voluntary. Nursery pupils usually attend nursery schools or nursery classes for five half-days per week, though in Wales many under-fives attend reception or mixed-age classes full-time.

LEAs and governing bodies are free to make their own admissions policies for nursery classes and nursery schools. Parents are generally free to choose a nursery place for their child, but if there are more children wanting places than there are spaces, the admissions policy will determine which child gains priority. The DfEE and the Welsh Office recommend that, in deciding on their admissions policies, LEAs give priority in admissions to nursery schools and classes to children with special educational needs and to children from socially and economically deprived families.

Admission to local social services authorities day nurseries is based on the child's degree of need for specialist help.

1.10.2 Primary

Parents have the right to express a preference as to which school they would like their child to attend but, if the school is oversubscribed, admission is based on the school's admissions policy (see p. 4-2).

1.10.3 Secondary

Parents have the right to express a preference as to which school they would like their child to attend but, if the school is oversubscribed, admission is based on the school's admissions criteria. Most secondary schools which are maintained schools are non-selective and are commonly known as comprehensive schools. They generally accept pupils regardless of ability, although they may select up to 15 per cent of their pupils on the basis of ability or aptitude. Selective schools, commonly known as grammar schools, may select all their pupils on the basis of ability. City technology colleges admit children on the basis of an aptitude for science and technology but also select pupils proportionally to reflect the range of ability levels of children in the area which the college serves.

1.10.4 Further

Students are free to apply to any further education institution. There are no formal qualifications for admission to an institution of further education or to an adult education centre, although individual courses may have specific requirements. Many colleges have introduced access courses, aimed specifically at people with no academic qualifications. The Government is currently considering proposals about ways in which access to further education might be extended to people who do not participate in any form of education and training but could benefit from a further education course (Kennedy, 1997).

1.10.5 Higher

Students are free to apply for a place at any higher education institution, but the awarding of places depends on the admissions policy of individual institutions and on course requirements (see p. 6-5).

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2.
EDUCATION
FINANCE

2. EDUCATION FINANCE

2.1 Sources of finance

The DfEE's plans for funding of education in England are outlined in its annual Departmental Report (G B. Parliament. House of Commons 1997b). The cost of education for pupils who attend LEA-maintained schools is shared between central and local government. GM schools are funded by central government only. FEFC sector institutions and higher education institutions are funded by central government, although LEAs administer the mandatory grants payable to higher education students. Most adult education centres are funded by LEAs.

Financial arrangements are similar in Wales, but all central government funding for education in Wales is provided through the Welsh Office. The Welsh Office decides the sums to be spent on its various areas of activity, including education, and distributes resources to local authorities, Further and Higher Education Funding Councils and to GM schools.

2.1.1 Local government finance

Local government finance comes principally from two sources: grants from central government (in the form of a Revenue Support Grant and a share of the money raised by the National Non-Domestic Rate) and money raised by the local authority itself through the Council Tax (a charge levied on householders to cover the cost of local services). The Department of the Environment decides how much a local authority should be able to collect from the council tax, from its capital receipts and from the income from charges for services. The Department of the Environment then determines the level of the authority's Revenue Support Grant. The Revenue Support Grant is paid by the Department of the Environment or the Welsh Office to cover all local authority services, including education. The local authority decides how much of the money it will allocate to education.

The Local Government and Land Planning Act 1980 introduced a system for deciding each authority's grant-related entitlement and also introduced penalties (known as rate-capping) for those local authorities which spend above the level recommended by central government.

2.1.2 Grants for Education Support and Training

Local authorities also receive specific grants for education from the DfEE and from other central government departments. The Department's main grant programme for support of LEAs is Grants for Education Support and Training (GEST). Under the programme, grants are mainly allocated to a variety of in-service schoolteacher, governor and other training. GEST can also fund other educational support, such as expenditure on information technology and books and equipment. Priorities for funding are determined annually by the Secretary of State, but most programmes last for three years. The current main priority is to improve school effectiveness. The DfEE normally provides 60 per cent of the total expenditure for any GEST programme, with the LEA required to contribute the remaining 40 per cent. LEAs are required to devolve the funding for about 60 per cent of all grants to school level. An equivalent grant programme is administered by the Welsh Office in Wales and by the Funding Agency for Schools through a Special Purpose Grant for GM schools. In Wales, the GEST programme is administered by the Welsh Office. It is completely separate from its English equivalent, and different in both structure and coverage.

2.1.3 Section 11 grants

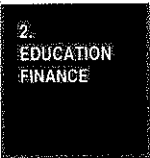
The Home Office makes grants under Section 11 of the Local Government Act 1966 (as amended) towards the costs of employing additional teachers and other services to meet the particular needs of ethnic minorities. These grants are currently under review by the Home Office but will continue until August 1998.

2.1.4 The Challenge Fund

LEAs and GM schools may receive funds from the 'Single Regeneration Budget Challenge Fund'. This is a combination of funds from five government departments and is intended to encourage local communities to devise comprehensive regeneration packages to improve the quality of life in their area.

2.1.5 Private Finance Initiative

In 1992, the 'Private Finance Initiative' (PFI) was introduced to increase private sector involvement in public sector developments. It was considered to be more cost-effective for educational institutions to transfer risks and project management to the private sector wherever possible. Within the field of education, the PFI operates largely in the further and higher education sectors, involving private sector companies



in the design and construction of new buildings, in the refurbishment of existing buildings, and in the operation and management of educational premises.

2.1.6 Training and Enterprise Councils

Training and Enterprise Councils (TECs) are independent companies set up to organise training at local level. The Department for Education and Employment negotiates and monitors contracts with the 74 TECs in England for the local provision of government-funded training schemes (see Section 7). In Wales, the seven TECs contract with the Secretary of State for Wales for the delivery of a similar range of services.

TECs vary in their organisation and services, depending on the needs of the local area. Their role is to assess local requirements and, within the limits of the resources available to them, ensure that the training and enterprise needs of local employers and workforces are met. TECs may contract with further education institutions for the provision of training as part of government-funded training schemes or other training initiatives. All FEFC sector institutions must have a representative from their local TEC on their governing body. They must also consult with the TEC when drawing up their strategic plans.

In Wales, the seven Training and Enterprise Councils contract directly with the Secretary of State for Wales.

2.2 Allocation of finance to schools

LEAs are the agencies responsible for the allocation of finance to schools, other than those which have chosen to opt out of LEA control and have been given grant-maintained status. In England, grant-maintained schools are financed by central government through the Funding Agency for Schools for England; in Wales, they are funded by the Welsh Office.

2.2.1 Allocation of finance to LEA-maintained schools

Most LEA-maintained schools receive 100 per cent funding for both current and capital expenditure. Voluntary-aided schools and special-agreement schools receive 100 per cent funding for recurrent costs and are eligible for 85 per cent funding for capital expenditure; the remainder is the responsibility of the founding body, usually a religious organisation.

LEAs are required to allocate funding to schools according to a formula set out in their local management of schools (LMS) scheme which must be approved by the Secretary of State. The total amount spent by an LEA on its schools in a given year is known as the General Schools Budget (GSB). From the GSB, LEAs may retain funds for certain items such as school transport, school meals, building programmes and interest payments on debt. The rest of the budget is known as the Potential Schools Budget (PSB). In England, up to 15 per cent of the PSB (in Wales, ten per cent) can be used by the LEA for items such as the LEA's central administration costs, provision for special educational needs or library and music services. The remaining 85 per cent (90 per cent in Wales) of the PSB must be delegated to schools and is known as the Aggregated Schools Budget (ASB). The LMS scheme must provide for each school's share of the ASB to be calculated mainly on the basis of the number and age of the pupils. However, most schemes also take into consideration other factors such as the number of pupils with special educational needs, the extra costs incurred by small schools, any additional needs of schools in socially deprived areas and the costs of maintaining school premises.

In England, the total amount that a local authority may spend as capital expenditure (buildings, large items of equipment, etc.) on all its services each year is determined by central government in its Annual Capital Guidelines. All educational projects and requests for permission for capital expenditure must be approved annually by the DfEE in England and the Welsh Office in Wales.

2.2.2 Allocation of finance to grant-maintained schools

In England, the Funding Agency for Schools (FAS) was established in April 1994 to assess and administer the grants payable to GM schools. When the percentage of pupils within a LEA area at either the primary or secondary level being educated in GM schools exceeds ten per cent, the FAS takes on joint responsibility with the LEA for ensuring sufficient provision of schools for that phase. When the percentage of pupils in GM schools exceeds 75 per cent, the FAS assumes total responsibility for ensuring provision for that phase.

Funds are allocated to a GM school in England by the FAS and in Wales by the Welsh Office on the same basis as the LEA's LMS scheme with an additional element of funding to compensate for the extra responsibilities held by GM schools. However, in some areas in England, a new scheme for funding known as the Common Funding Formula (CFF) is now in operation in secondary GM schools. The CFF is being developed by the DfEE in consultation with GM schools and LEAs and aims eventually to break the link between GM school

funding and LEA decisions in budgets and LMS schemes. Under the CFF, funds are distributed to GM schools on the basis of the number and age of pupils, with an element to cover fixed costs; the number of pupils receiving free school meals (an indicator of social deprivation); and the special educational needs of pupils. Within this framework, the details of the CFF vary in different areas. A pilot scheme to develop the CFF for primary GM schools comes into operation in 1997-98.

In Wales, a National Funding Formula for the funding of all GM schools in the Principality is being developed.

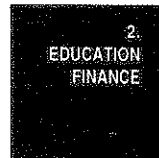
2.3 Allocation of finance to further and adult education institutions

Funding arrangements are different for institutions within the FEFC sector and for those which are adult education centres. The Further and Higher Education Act 1992 established two Further Education Funding Councils for England and Wales respectively. Adult education centres are funded by LEAs. The Government is currently consulting FEFC sector institutions, Training and Enterprise Councils (TECs) and secondary schools on the possibility of introducing a framework of common funding principles for all providers of 16-19 education and training.

2.3.1 FEFC sector

Each Further Education Funding Council has a duty to secure the provision for its area of sufficient facilities for the full-time education of any person over compulsory school age (16 years) and under the age of 19 years. They must also secure adequate facilities for the part-time education of 16-19-year-old students and adequate facilities for the full and part-time education of all other adult students. Except for students between the ages of 16 and 19, the Funding Councils' responsibilities are restricted to certain types of courses (known as 'Schedule 2 courses'; see p. 7-2).

Funding Councils may give financial support to any institution within the further education sector for the provision of further education or higher education. They may also provide funds to institutions within the higher education sector for the provision of further education only. Funding Councils may give financial support in the form of grants, loans or other payments to any person in respect of the provision of training or advice, or the carrying out of research relevant to the provision of further education.



Further Education Funding Councils may not give direct financial support to LEAs, governing bodies of GM schools or to any person maintaining a city technology college (CTC) or a city college for the technology of the arts (CCTA). They may, however, fund provision in these and other institutions through 'sponsorship' arrangements involving institutions in the FEFC sector.

The Funding Councils also have a duty to advise their respective Secretary of State on matters relating to the provision of further education.

The Further Education Funding Council for England makes a block allocation of recurrent funding to each institution every year. The funding methodology includes a certain amount of guaranteed funding to provide stability and an element of marginal funding which is distributed on the basis of bids made by institutions to support growth or new developments. An agreement is reached between each institution and the Council on the level of provision which the institution aims to achieve in return for the funding provided. Each institution's performance is monitored against its funding agreement. Where provision falls below an institution's target, funding may be reduced. The Council has a policy of limiting growth in institutions where the inspectorate has graded a programme area at level 4 or 5 (see p. 10-15).

Arrangements are similar in Wales.

Institutions may secure additional income by various means, including providing courses for employers, Training and Enterprise Councils (TECs) or other bodies; offering consultancy and research work to local employers or other organisations; charging full-cost fees to overseas students; the sale of goods or services produced in connection with the provision of further education; and the letting of college premises to users in the local community.

Accounts must be audited by a body chosen by the institution in accordance with the requirements of the Funding Council.

In 1994, the Government introduced the 'Competitiveness Fund' to help further education institutions respond more effectively to the skills needs of employers. The Fund provides largely 'pump-priming' finance (finance to set up and operate new projects in their early stages) for the purchase of equipment or alterations to premises. Funding may last for up to three years and matching finance must be obtained from other sources including the private sector.

2.3.2 Allocation of finance to adult education centres

Adult education centres are funded largely by LEAs, although they may apply through an FEFC sector institution to the Further Education Funding Councils for support for Schedule 2 courses. Education is not provided free of charge to adults, but LEAs may subsidise courses. In general, adults who are retired or who receive unemployment or certain other state benefits may have part or all of their fees waived. Where a LEA establishes a governing body of an adult education centre, it may delegate the management of finances and staff to the governing body.

2.4 Allocation of finance to higher education institutions

Higher education institutions are autonomous bodies, but are largely funded by central government for both teaching and research through the Higher Education Funding Council for England and the Higher Education Funding Council for Wales and the Teacher Training Agency. Additionally, higher education institutions receive income from tuition fees. Home but not overseas students accepted on to full-time undergraduate higher education courses are entitled to receive a mandatory grant which covers tuition fees and may include a maintenance allowance. These grants are administered by LEAs and are reimbursed by the DfEE or the Welsh Office as appropriate. The individual institution determines the level of fees to charge, but the DfEE and the Welsh Office determine the maximum amount that will be reimbursed each year according to the type of course. Postgraduate awards for certain courses are also administered by the LEAs.

A proportion of research funding is received through six Research Councils and the British Academy.

All higher education institutions are encouraged to seek funding from alternative sources, in particular through sponsorship and by obtaining commissions for research projects from industry or commerce and from marketing their services.

A wide-ranging review of higher education has taken place (see p. 6-2). One of the principal recommendations is that students should make a contribution to tuition fees (Dearing, 1997).

2.4.1 Higher Education Funding Councils

The two Higher Education Funding Councils (for England and Wales respectively) are responsible for allocating a large part of central government funding for teaching and research.

The Funding Councils base their decisions as to funding levels for educational provision on projected and desired student numbers, with consideration given to extra funding to encourage particular developments. Funding also depends on the Councils being satisfied that provision is satisfactory. The majority of research funding from the Funding Councils is allocated on the basis of assessment of the quality and volume of research.

2.4.2 Teacher Training Agency

The Teacher Training Agency's method for allocating funds for initial teacher education is similar to the method used by the Higher Education Funding Councils. Additional funds are available through the 'Priority subject recruitment scheme' to encourage institutions to recruit students to train to teach subjects in which there is a shortage of teachers.

2.4.3 Research Councils

A proportion funding for of institutional research is allocated by the Higher Education Funding Councils and a proportion for institutional and postgraduate support by six Research Councils (the Engineering and Physical Science Research Council, the Particle Physics and Astronomy Research Council, the Economic and Social Research Council, the Medical Research Council, the Biotechnology and Biological Science Research Council, and the Natural Environment Research Council) and, in the case of humanities, by the British Academy.

2.4.4 Other sources of funding for higher education institutions

All higher education institutions are encouraged to seek funding from alternative sources, in particular through sponsorship and by obtaining commissions for research projects from industry or commerce. They are also encouraged to devise means of marketing their services to obtain additional income.

2.5 Fees, charges, grants and loans

In general, education is provided free of charge to full-time pupils up to the age of 19 in publicly funded schools and further education institutions. Depending on their course of study, higher education students may qualify for a mandatory award which covers tuition fees, and, subject to parental income, a maintenance grant. The Government also makes available 'Student loans', 'Career loans' and 'Access funds' (see below).

2.5.1 Pre-school, primary and secondary education

Pre-school

From April 1997, under the Nursery Voucher Scheme, parents of all four-year-olds were entitled to a nursery education voucher. The vouchers were exchangeable for three terms of education in participating nursery education institutions in the maintained, voluntary and private sectors. Parents of nursery-age children in maintained schools could not be charged fees, but in private and voluntary institutions the voucher covered fees of up to £1,100 a year. If higher fees were charged, parents had to pay the difference. The Nursery Vouchers Agency, on behalf of the DfEE, reimbursed the providers of nursery education upon receipt of the vouchers collected from parents. However, the new Labour Government has abolished the scheme and interim arrangements are now in operation.

Primary and secondary education

No charge may be made for education provided wholly or mainly within school hours (excluding midday breaks) for pupils in maintained schools. Under Section 450 of the Education Act 1996, education which takes place wholly or mainly outside schools hours, which is part of the syllabus for a prescribed examination, or is part of the National Curriculum, or is part of statutory religious education, must also be provided free of charge. Charges may not be made for the cost of materials, books, instruments or any other equipment. Schools may charge for individual or small-group tuition in playing a musical instrument, even if provided within school hours, except where it is required as part of a syllabus for a prescribed public examination or is part of the National Curriculum. However, the 1996 Act allows a charge to be made for activities which fall outside these categories. Under Section 457 of the Act, LEAs must establish a policy on charging before they can charge for any school activity.

Schools may also ask parents for a voluntary contribution to school funds, but they must make it clear to all parents that their child will not be deprived of any educational opportunity offered to the other children should they be unwilling or unable to contribute.

City technology colleges (CTCs) and city colleges for the technology of the arts (CCTAs) are non-fee-paying schools, independent of LEAs, which are funded partly by the DfEE and partly by private sponsors. (See p. 1-30 for school transport, and p. 1-13 for school meals and clothing allowances.)

2.5.2 Further education

In FEFC sector institutions, full-time further education is provided free of charge to students under the age of 19. The Further Education Funding Councils encourage colleges to waive fees for all students receiving certain state benefits. FEFC sector institutions may subsidise fees for other students if they wish. Funding Councils compensate institutions who waive fees for unemployed people, people receiving certain state benefits and those taking courses in adult basic education or English as a foreign language.

In adult education centres, education is not generally provided free of charge to adults, but LEAs may subsidise courses which fall outside Schedule 2 (see p. 7-2) and may waive fees for students receiving certain state benefits. In general, adults who are retired or who receive unemployment or certain other state benefits may have part or all of their fees remitted.

There are three types of financial support available to students in the further education sector: discretionary awards, access funds and career development loans.

Discretionary awards

Discretionary awards may be made by the LEA. However, there are no national guidelines and the conditions relating to these grants vary according to the LEA concerned.

Access funds

Access funds are distributed by the Further Education Funding Councils through individual colleges. To qualify, students must be in severe financial difficulty, over 19 years of age and on full-time or sandwich courses.

Career development loans

Loans are available from banks on which the Government pays the interest while a student is studying or training. Students over the age of 18 may borrow up to 80 per cent of their course fees (100 per cent if they have been unemployed for three months before applying) plus the full cost of books and other course materials. Students on full-time courses may also borrow money to help with their living expenses.

2.5.3 Higher education

Finance for students in higher education comprises allowances to cover fees; allowances to cover living and other expenses (known as maintenance grants); loans and Access Funds. Details of the allowances for first degree students are given in an annual publication (GB. DfEE and WO, 1997). Allowances for postgraduate students are given in similar booklets issued by the individual Research Councils or other funding bodies. A review of higher education funding has recently taken place (see p. 6-2).

Fees

Different levels of fees apply to 'home' and 'overseas' students.

Home students

Home students are nationals of the UK and of European Union Member States.

UK nationals on courses which qualify for mandatory awards from their LEAs have their fees paid directly to the institution, as part of the award.

Since 1986, students from other Member States of the European Union who satisfy all the conditions of eligibility may have the fees charged for admission, registration, matriculation, tuition or graduation for such courses reimbursed by the DfEE via the LEA in which the higher education institution is located. Claims for reimbursement of fees must be submitted through the institution in which the student is studying. There is no reimbursement of any maintenance costs.

The level of tuition fees is set by the individual institutions but the Secretary of State for Education determines the maximum level of reimbursement of tuition fees for home students. Fees are subjected to differential reimbursement according to the course studied.

Fees charged to students who are enrolled on courses other than first degree and diploma courses are the responsibility of the LEAs. The Council of Local Education Authorities (CLEA) annually recommends the level of fees for such courses.

A recent review of higher education has recommended that students should make a contribution towards their tuition fees (Dearing, 1997).

Overseas students

The Government's policy is that students from outside the European Union ('overseas students') should pay fees that cover the full cost of their education. Institutions and LEAs must decide what fees to charge overseas students in the light of this policy and of their own circumstances. The Committee of Vice-Chancellors and Principals (UKCVCP) and CLEA annually recommend the level of fees to be charged to overseas students in their respective sectors.

Maintenance grants

Maintenance grants are intended as a contribution to students' living costs, such as accommodation, food, books and other expenditure.

Undergraduate courses

Maintenance grants are available to students on approved courses and are paid by LEAs. The amount of grant payable depends on the income of the student or on the income of the student's parents or spouse. The amount awarded also depends on whether the student is studying in London and/or living away from the parental home. Additional allowances may be available if extra weeks' attendance on the course is necessary above a certain limit (usually 30 weeks and 3 days); if the student has a disability; if the student needs to maintain a separate home; or if the student has a spouse or children to support.

Parents whose residual income (that is, income after particular allowances specified in the Education (Mandatory Awards) Regulations 1995 have been deducted) exceeds the amount specified annually by the Government are required to make a contribution towards the maintenance of their student child or children. The amount payable is determined on a sliding scale and increases in line with the parents' income.

Additional financial assistance for disabled students

Students who are registered as disabled are eligible to apply for certain allowances in addition to the basic maintenance grant.

First degree students may apply for financial support to cover additional travelling expenses which, because of disability, are higher than they would otherwise be. The first part of any expenditure is disregarded in considering claims. This varies according to whether the student is living at home or in a hall of residence or rented accommodation.

Both first degree and postgraduate students may apply for financial support to cover:

- the cost of a non-medical helper;
- the purchase of major items of specialist equipment (one single payment for the whole course); and
- expenditure for minor items such as tapes and Braille paper. This element may also be used to supplement the two previous allowances.

Postgraduate awards

Postgraduate awards are studentships awarded by the Research Councils and the Department for Education and Employment. Postgraduate and adult education studentships are paid at the same rate as undergraduate awards, with an adjustment to take account of the different periods of study and different arrangements for travelling expenses. Students apply to the appropriate Research Council (see above). Certain other awards are offered by the DfEE, the Ministry of Agriculture, Fisheries and Food (MAFF) and the Central Council for Education and Training in Social Work.

Student loans

It is the Government's policy to supplement progressively the mandatory grant for students by a loan. From September 1990, loans have been available to complement the grant. The loans are administered by a private company under contract to the Government. It is intended that the real rate of interest will be zero. With the introduction of a loans system, most full-time students lost their eligibility for certain state benefits (unemployment benefit, housing benefit and income support) unless they have a disability or are part-time students or single parents. The Government has, however, set up 'Access Funds' (see above) for the additional support of needy students in individual cases.

Loans are only available to undergraduate students on full-time higher education courses and to those studying for the Postgraduate Certificate of Education.

Career development loans

Subject to fulfilling the normal conditions, these loans (see above) are available to higher education students provided they are not in receipt of a mandatory award and provided they are following a vocational course of study.

Access funds

Access Funds were set up to provide discretionary bursaries to help students who have financial difficulties and for whom the grant and loan, where applicable, are not enough. The Higher Education Funding Councils allocate the funds to their institutions, taking variations in regional private housing costs and student numbers into account. The individual institutions have developed their own arrangements for administering the funds. Access Funds are available to all students, whether undergraduate or postgraduate.

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3.
PRE-SCHOOL
EDUCATION

3. PRE-SCHOOL EDUCATION

3.1 Historical overview

Organised provision of care and education of young children began to appear in the late eighteenth century, generally on a voluntary and philanthropic basis. Pre-school education has been influenced by the ideals of Robert Owen, Rousseau, Pestalozzi, Froebel, Montessori and others and these ideals have been incorporated into the training of teachers of young children.

Although neither the provision of nor attendance in pre-school education is compulsory, both are widespread and increasing.

3.2 Specific legislative framework

The Education Act 1996 (Section 6) defines nursery schools as 'primary schools which are used mainly for the purpose of providing education for children who have attained the age of two years but have not attained the age of five years'. The law does not oblige LEAs to make educational provision for children below the statutory school age of five years, but LEAs and school governing bodies may make provision for children aged between two and five if they wish. However, LEAs have a duty to secure appropriate provision for children between two and five who are identified as having special educational needs. This need not be LEA provision.

Some nursery provision is made by parents and voluntary or independent bodies. Nursery schools which are privately run must register with the local social services authority under the Children Act 1989.

The provision of pre-school education is currently under reform. The Nursery Education and Grant Maintained Schools Act 1996, which provided the legal framework for the Nursery Education Voucher Scheme, came into effect in April 1997. However, in May 1997, the new Labour Government announced its intention to abolish the scheme and interim arrangements are now in operation. LEAs have been invited to submit early years development plans to the DfEE. It is intended that LEAs should have responsibility for securing nursery places in partnership with the private and voluntary sectors.

3.3 General objectives

The School Curriculum and Assessment Authority (SCAA) and the Curriculum and Assessment Authority for Wales (ACAC) (now the QCA and ACCAC respectively (see p. 1-9) set out goals for learning which emphasise early literacy, numeracy and the development of personal and social skills in other areas (see below).

3.4 School organisation

Nursery education in maintained schools is provided in nursery schools and nursery classes of primary schools. It is free of charge. Children in nursery schools are normally aged between three and five years. They may be grouped according to age, depending on the number of pupils and the size of the classes.

Children may be admitted to the reception class of primary schools before they have attained compulsory school age (see p. 4-3). Provision for these younger children is expected to be appropriate to their age and ability.

3.4.1 Admission requirements

Nursery education is voluntary. Nursery schools and classes normally admit children from the age of three years, depending on the admissions policy and the number of places available.

Parents have a right to express a preference for a particular nursery institution for their child. In cases where the demand for places exceeds the places available, the institution will follow its admissions policy. In deciding on their admissions policies, it is recommended that LEAs give priority to children with special educational needs and to children from socially and economically deprived families (DES Circular, 1/80).

3.4.2 Staffing levels

There are no legal requirements concerning the number of adults per child needed in a nursery class, but the guidance in the Children Act 1989 (GB. DH, 1991) recommends a minimum of two members of staff for every 26 children in nursery classes of maintained primary schools, and a minimum of two members of staff for every 20 children

in nursery schools. In both cases, one member of staff should be a qualified teacher and the other a qualified nursery assistant. Similar guidance applies to private nursery schools.

For provision outside the maintained school sector, see below.

3.5 Curriculum, subjects, number of hours

The timetable and classroom organisation are decided by the headteacher and staff. Although there is no prescribed curriculum for pre-school children, the desirable learning outcomes for pre-school children are arranged under the following headings:

- personal and social development
- language and literacy
- mathematics
- knowledge and understanding of the world
- physical development
- creative development (GB. DfEE, 1996a).

Providers of nursery education are expected to work towards these desirable learning outcomes. The provisions of the National Curriculum do not apply to pre-compulsory education.

Most children who attend maintained nursery classes or schools attend for five half-day-sessions a week in term time, each session lasting two- and-a-half hours, although some children who attend maintained schools attend for five full days a week.

3.6 Teaching methods

The headteacher and staff decide on teaching methods in nursery schools and classes. The LEA may give advice about the organisation of teaching and the teaching programme, but it has no powers to impose teaching methods.

A number of common features of good practice are recognised as being effective in supporting children's learning, including:

- children's participation in a range of activities which take due account of their interests and achievements and their developing physical, intellectual, emotional and social abilities; and



- encouragement of children to think and talk about their learning and to develop self-control and independence (GB. DfEE, 1996a).

3.7 Pupil assessment

There are no regulations specifically governing the assessment of performance of nursery pupils but it is recommended that:

Children's progress and future learning needs are assessed and recorded through frequent observation and are shared regularly with parents. Early identification of children's particular needs leads to appropriate intervention and support (GB. DfEE, 1996a).

3.8 Organisational variations, alternative structures

Outside the maintained education sector, pre-compulsory education is provided in a wide range of settings.

There are private nursery schools and nursery classes attached to independent schools. Non-school provision is made in pre-school playgroups and day nurseries. Playgroups are usually run by parents and other volunteers while day nurseries are provided by both public and private bodies.

There are no legal requirements concerning the number of adults per child needed in day nurseries and pre-school playgroups but the Department of Health, with the approval of the Department of Education and Science (now DfEE), recommends a staffing ratio of one adult per four children in the two- to three-year-old age group and one adult per eight children in the three- to five-year-old age range. (GB. DH, 1991). At least half the staff should hold a relevant qualification in child care or education or, in the case of pre-school playgroups, should have completed a training course specified by the Pre-School Learning Alliance.

Guidance on staffing levels for independent nursery schools is similar to that for maintained nursery schools.

3.8.1 Day nurseries and combined nursery centres

There are both public and private day nurseries providing day care for children under the age of five. They are usually open from around 7.30 a.m. to around 6.00 p.m. throughout the year. Many establishments cater for children from the age of three to six months.

Local authority social services departments which provide day nurseries for children under the age of five are permitted by law to make a charge for attendance. Local authority education and social services departments may sometimes combine the services of a day nursery and a nursery school to form a combined nursery centre. Alternatively, LEAs may provide a teacher for social services nurseries. Admission to day nurseries provided by local authority social services departments and to combined nursery centres is based on the degree of the child's need for specialist help and the family's ability to provide for the child's health and educational needs.

Privately run day nurseries also provide educational and developmental activities for the children in their care, usually by qualified nursery assistants, but in some establishments qualified teachers with experience of early years teaching are employed on a part-time basis to assist with the education of three- to five-year-olds.

3.8.2 Pre-school playgroups

There is an extensive network of pre-school playgroups, which usually admit children from the age of two-and-a-half years. These playgroups are run by parents and other volunteers. Normally, at least one member of staff holds a qualification approved by the Pre-School Learning Alliance. In Wales, Mudiad Ysgolion Meithrin offers nursery education in the medium of Welsh.

3.
PRE-SCHOOL
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4.
PRIMARY
EDUCATION

4. PRIMARY EDUCATION

4.1 Historical overview

Elementary education provided by voluntary bodies became increasingly widespread throughout the nineteenth century. The Elementary Education Act 1870 provided for the creation of school boards which could set up new 'board schools' in areas where existing voluntary provision was insufficient. This marked a significant turning point in state participation in education.

The Education Act 1944 was, until recently, the basis of current legislation affecting primary education in England and Wales. However, this Act and subsequent legislation have been superseded by the Education Act 1996, which consolidated legislation relating to schools passed between 1944 and 1996 without changing the substance of the law.

4.2 Specific legislative framework

By law, all children of statutory school age (that is, between the ages of 5 and 16) must receive efficient full-time education suitable to their age, ability, aptitude and to any special educational needs which they may have, either by regular attendance at school or otherwise. The Education Act 1944 defined the education of children aged 5 to 11 years as primary education. Part I of The Education Reform Act 1988 (now superseded by the Education Act 1996) further divided this phase into two key stages. Key stage 1 caters for pupils aged 5-7 years and key stage 2 for those aged 7-11 years

Education in maintained schools must be provided free of charge, with the exception of extracurricular activities which are provided outside school time.

4.3 General objectives

The basic principle underlying school education is that it should provide a balanced and broadly based curriculum which is suitable to the child's age, ability, aptitude and to any special educational needs

which s/he may have. The Education Reform Act 1988 (now superseded by the consolidated Education Act 1996) defined a balanced and broadly based curriculum as one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

The National Curriculum (see below) aims to raise educational standards by setting demanding but achievable targets for pupils' learning.

4.4 School organisation

Primary schools cater for pupils aged 5 to 11 years. In some areas there are separate schools for infant (5 to 7 years) and junior (7 to 11) pupils. Primary pupils usually transfer to secondary education at the age of 11 years.

In some areas of England, schools are organised in three phases: primary (5 to 8 or 9 years), middle (8 to 12 years or 9 to 13 years) and secondary (12 or 13 to 16+ years). Legally, middle schools are classified as primary or secondary schools according to whether the majority of pupils are under or over 11 years of age.

Primary schools which are maintained schools are generally non-selective and accept pupils regardless of ability. For details of the various administrative categories of school and their legal basis see p. 1-2.

4.4.1 Admission requirements

The school's admissions policy is established by either the LEA or the school governing body, depending on the category of school, and must contain legally specified information. The admissions policy must state how many pupils will be admitted to the school (based on the capacity of the school) and describe the application procedure. It must also explain how places will be allocated if there are more applications than places at the school. For example, priority may be given to children who live closest to the school, to children who already have brothers or sisters at the school, or to children who have special needs which may best be met by the school (DfEE Circular 6/96). The admissions policy must be published annually in the school prospectus.

Parents can express a preference for the school they wish their child to attend. A place at the chosen school must be provided unless all the places have already been offered to children who have a stronger claim under the school's published admissions policy. Religious denomination schools may, however, keep places empty if the applicants do not meet their criteria for entry. Parents have a legal right of appeal if a place is not offered at the school of their choice.

Under Section 413 of the Education Act 1996, as amended by the Education Act 1997, admission arrangements may include provisions for home-school partnership documents. Where admission arrangements include such provisions, parents must sign a declaration accepting the parental responsibilities outlined in the partnership document as a condition of admission to the preferred school. The partnership document outlines the school's aims and values, the responsibilities the school has with respect to the education of its pupils and the responsibilities parents are expected to undertake with regard to their child's education.

Some schools admit children once a year in September, while others prefer to phase the intake of new pupils, for example, by admitting a second intake of pupils in January. Where schools phase the admission of pupils, children's dates of birth normally determine whether they are admitted in September or later in the academic year. A very large number of schools admit pupils to the reception class before they reach compulsory school age (the term after the child's fifth birthday). Policies on early admission vary between LEAs and between individual schools.

4.4.2 Grouping

Primary schools normally have seven classes and comprise two key stages. Key stage 1 includes pupils who are in Year 1 and Year 2; it also includes those pupils in the reception class who have reached compulsory school age (some pupils are admitted to the reception class before they have reached compulsory school age. Pupils in key stage 2 are in Years 3, 4, 5, or 6. Some schools, particularly smaller schools, may operate mixed age classes.

AGE	KEY STAGE	DESCRIPTION
5 or under	–	Reception
5 – 7	1	Years 1 and 2
7 – 11	2	Years 3, 4, 5 and 6

Pupils are placed in a class according to their age, and at the end of each school year they normally progress to the next class. Some primary schools, particularly small schools, are organised in mixed-age classes and consequently pupils stay in the same class for more than one year. Most primary school children are taught in mixed ability classes, with one teacher in charge of the class. A teacher normally stays with a class for one school year.

4.4.3 School facilities

Minimum standards for school premises which relate to the health, safety and welfare of pupils and others in maintained schools are laid down in the Education (School Premises) Regulations 1996. These regulations include such matters as lighting, temperature and ventilation of buildings as well as sanitary and medical facilities; they also prescribe minimum areas for school playing fields. It is left to LEAs or schools to decide on space requirements for teaching accommodation and for other teaching facilities and equipment.

4.5 Curriculum

The National Curriculum was introduced by the Education Reform Act 1988. Provisions relating to the National Curriculum are now incorporated into the Education Act 1996.

The compulsory curriculum at primary level consists of the National Curriculum and religious education. The statutory bodies responsible for overseeing the National Curriculum and its assessment are the Qualifications and Curriculum Authority (QCA) for England, and the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC). The LEA, in LEA-maintained schools only, and the school governing bodies and headteachers of all maintained schools have a general duty to secure the implementation of the National Curriculum and assessment arrangements in schools, to monitor the consistency of assessments and to give professional support to teachers in making assessments.

It should be noted that the National Curriculum and religious education do not constitute the whole curriculum for schools. For details of non-statutory subject areas, see p. 4-6.

The Education Act 1996 requires LEAs, governing bodies and headteachers of all maintained schools to guard against the political indoctrination of pupils, by forbidding the 'pursuit of partisan activities' by primary pupils and the promotion of partisan political views in the teaching of any subject in any school regardless of the age of the pupils. The Act also requires political issues, if discussed in class, to be presented in a balanced way.

4.5.1 National Curriculum

The Education Reform Act 1988 introduced new requirements for the curriculum for all pupils of compulsory school age (5 to 16 years) attending maintained schools. These requirements were incorporated into the consolidated Education Act 1996. Every pupil in maintained schools is entitled to a curriculum which is balanced, broadly based and relevant to his or her needs and which 'promote[s] the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepare[s] such pupils for the opportunities, responsibilities and experiences of adult life'.

The National Curriculum, must be taught to children once they are of compulsory school age (the term after their fifth birthday). The majority of children start school before their fifth birthday. One of the main aims in primary schools (key stages 1 and 2) is to ensure that all pupils make good progress in the basics of English, mathematics and science.

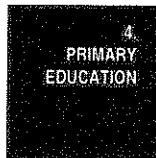
For each subject in the National Curriculum, there are programmes of study and attainment targets. Standards of pupils' performances are set out in level descriptions and end-of-key-stage descriptions. There are also appropriate assessment arrangements for each subject.

National Curriculum subjects

In England, the following compulsory subjects are included in the National Curriculum at key stage 1 and key stage 2:

English, mathematics, science, design and technology, information technology, history, geography, art, music and physical education.

The same compulsory subjects also apply in Wales, except that there is no statutory requirement to teach English at key stage 1 in Welsh-speaking classes. Welsh is also compulsory in all primary schools in Wales, whether as a first language or a second language.



English, mathematics and science are known as core subjects. In Welsh-speaking schools in Wales, Welsh is also a core subject.

Under the terms of the consolidated Education Act 1996, the amount of time to be devoted to each subject cannot be prescribed. However, the Dearing Report (Dearing, 1994), provides an example of how schools in England might divide their time:

Key stage 1 — Hours per year

English taught directly — 180 hours

and through other subjects — 36 hours

Mathematics — 126 hours

Science — 54 hours

The six other National Curriculum subjects — 36 hours

Religious education — 36 hours

Information technology taught through other subjects — 27 hours

Key stage 2 — Hours per year

English taught directly — 162 hours

and through other subjects — 18 hours

Mathematics — 126 hours

Science — 72 hours

The six other National Curriculum subjects — 45 hours

Religious education — 45 hours

Information technology taught through other subjects — 36 hours

Schools may decide themselves how to use the remainder of school time (approximately 20 per cent in England, and 10–15 per cent in Wales).

Programmes of study

Programmes of study set out the minimum statutory entitlement to the knowledge, understanding and skills for each subject at each key stage. Schools are free to teach subjects and subject material other than that specified in the programmes of study. Teachers use the programmes of study as the basis for planning schemes of work. Particular teaching methods and textbooks may not be prescribed as part of a programme of study; these are chosen by the teachers.

Programmes of study for some subjects, namely, history, geography, art and music, differ between England and Wales.

4.5.2 Non-statutory subject areas

The National Curriculum subjects are not considered to form the complete curriculum. The curriculum should, at appropriate stages, include careers education, health education and other aspects of

personal and social education. Schools may also cover areas such as economic awareness, environmental education, political and international understanding, including an awareness of European identity and European historical, cultural, economic and social aspects. Some of these will, however, be covered to some extent through the various National Curriculum programmes of study. In Wales, emphasis is placed on developing knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

4.5.3. Religious education and collective worship

The Education Act 1996 (which consolidates legislation relating to schools passed between 1944 and 1996) requires all maintained schools — except nursery schools and nursery classes in primary schools — to provide religious education and a daily act of collective worship, although parents have the right to withdraw their children from these activities.

All LEAs are required to adopt an agreed syllabus for religious education that meets the requirements of the Education Act 1996. Denominational schools are outside this agreed syllabus framework.

All local religious education syllabuses must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'. The majority of acts of collective worship are required to be 'wholly or mainly of a broadly Christian character'.

The Education Reform Act 1988 (Section 11) (now superseded by the consolidated Education Act 1996) required each LEA to establish a Standing Advisory Council for Religious Education (SACRE). The SACRE may require the LEA to review its locally agreed syllabus for religious education and has a role in supporting the effective provision of religious education and collective worship in schools. Each SACRE must comprise representatives from several groups including local religious groups, teachers' associations and the LEA or the Funding Agency for Schools.

Headteachers may apply for the requirement for broadly Christian worship to be lifted for some or all pupils, if this requirement appears to be inappropriate for the whole school or for a particular category of pupils. Applications should be made to the local SACRE. At the request of parents, religious education and worship may be provided according to a particular faith or denomination, provided that

denominational worship does not replace statutory non-denominational collective worship and the school does not incur additional cost.

DFE Circular 1/94 gives guidelines about religious education and collective worship in schools.

4.5.4 Sex education

The governors of all primary schools which are maintained schools must decide whether and at what stage sex education should be introduced in the curriculum. They must keep an up-to-date written statement of the policy they choose to adopt. If they decide sex education should be provided, they must publish in their school prospectus a summary of the content and organisation of the programme. They must also inform parents about the procedures for withdrawing their child from these lessons should the parents wish to do so. However, parents do not have a right to withdraw their child(ren) from lessons dealing with the biological aspects of human development and reproduction which form part of the National Curriculum for science.

4.5.5 Drugs education

Certain aspects of drugs education — including tobacco and alcohol as well as illegal drugs — are compulsory as part of National Curriculum science. Guidance on drug prevention and the preparation of policies on drugs education and dealing with drug-related incidents is contained in DfEE Circular 4/95.

4.6 Teaching methods

Teaching methods and learning materials are decided by the class teacher, in consultation with the headteacher and subject coordinators (classroom teachers, who, in addition, have responsibility for a particular subject area and who give help and guidance to their colleagues within the school). Each teacher is responsible for planning the lessons and for drawing up schemes of work to ensure that the curriculum provided meets the statutory requirements. The teacher is also responsible for ensuring that there are sufficient opportunities for differentiated work for pupils of all abilities. Differentiation is defined as the process whereby an attempt is made to provide learning experiences which are matched to the needs, capabilities and previous learning of individual pupils.

Teaching does not necessarily have to be organised and delivered within subject boundaries. At primary level, teachers often organise their work in an integrated way, using thematic work as a way to teach several subjects at once. There are no prescribed texts for primary pupils. All schools have computers available for use by pupils. Teachers may also use audio-visual equipment such as TV, video, slides and audio recordings. The National Council for Educational Technology is the focus for expertise in the use of technology in learning.

4.7 Assessment

Statutory assessment procedures exist for pupils of compulsory school age and are related to the National Curriculum. Assessment procedures are intended to help teachers and pupils in a number of ways (GB. DES, 1989):

- Formative elements help teachers decide how a pupil's learning should be taken forward, and give the pupils clear and understandable targets and feedback about their achievements. This information helps teachers and others to identify the need for further diagnostic assessments for particular pupils in order to help their educational development.
- Summative elements provide evidence of a pupils' achievements and of what they know, understand and can do.
- Evaluative elements provide comparative information about pupils' achievements nationally which may be used as an indicator of any need for further effort, resources or changes in the curriculum.
- Informative elements help teachers report on a child's progress to his or her parents and on the school's achievements to governing bodies, LEAs and the wider community.

4.7.1 Baseline assessment

Under the Education Act 1997 (Sections 15-18), all maintained primary schools must adopt an accredited baseline assessment scheme drawn up in accordance with criteria approved by the Secretary of State. Headteachers, in consultation with the school governing body, are free to choose which scheme to adopt but LEA-maintained schools must consider any accredited scheme adopted by the LEA. Baseline assessment schemes are intended to enable an assessment of each

child's knowledge, understanding, attitudes and skills on entry to primary school, in order to allow staff to plan the curriculum appropriately and to provide learning activities that match the child's needs. Baseline assessment also provides a reference point for the measurement of school performance.

4.7.2 National Curriculum attainment targets and level descriptions

Attainment targets define the expected standards of pupil performance in terms of level descriptions or end-of-key-stage descriptions. They provide the basis for judging pupils' attainment in particular aspects of a subject at the end of each key stage. Some subjects have several attainment targets which relate to aspects of the programmes of study. For example:

English

Attainment Target 1 — Speaking and listening

Attainment Target 2 — Reading

Attainment Target 3 — Writing

Mathematics

Attainment Target 1 — Using and applying mathematics

Attainment Target 2 — Number and algebra

Attainment Target 3 — Shape, space and measures

Attainment Target 4 — Handling data (not applicable at key stage 1)

Science

Attainment Target 1 — Experimental and investigative science

Attainment Target 2 — Life processes and living things

Attainment Target 3 — Materials and their properties

Attainment Target 4 — Physical processes

In Wales:

Welsh

Attainment Target 1 — Oral (Speaking, Listening and Viewing)

Attainment Target 2 — Reading

Attainment Target 3 — Writing

Information technology, history, geography and physical education each have a single attainment target. There are some variations in attainment targets in Wales.

There are eight level descriptions per attainment target for most

National Curriculum subjects (with the exception of art, music and physical education). Level descriptions are used to make summative judgements about a pupil's performance at the end of a key stage. Level descriptions allow judgements to be made against attainment targets, and indicate the types and range of performance that a pupil working at a particular level characteristically should demonstrate over a period of time. By the end of key stage 1, the performance of the great majority of pupils should be within the range of levels 1 to 3, and by the end of key stage 2 it should be within the range 2 to 5.

For art, music and physical education, end-of-key-stage descriptions set out the standard of performance expected of the majority of pupils.

4.7.3 National Curriculum assessment arrangements

Statutory assessment arrangements for the National Curriculum at primary school level cover each attainment target in the core subjects of English, Welsh (in Welsh-speaking schools), mathematics and science and consist of teacher assessment and national tests and tasks. The assessment arrangements for the end of key stages 1 and 2 are:

- a 'Teacher Assessment' of each pupil's achievements in relation to all the attainment targets in English, mathematics and science, based on observations of practical and oral work in the classroom and written work completed in class over the course of the key stage; and
- National Curriculum tests and tasks administered to each pupil.

At the end of key stage 1 (7 years), pupils undertake practical classroom-based tasks and written tests in English and mathematics. Pupils in Welsh-speaking schools in Wales take Welsh, and are exempt from English. These tests are marked by the class teacher, but set and audited by an external agency.

At the end of key stage 2 (11 years), pupils take tests in English, mathematics and science. Pupils in Welsh-speaking schools in Wales also take tests in Welsh. Pupils working below level 2 of the National Curriculum are not required to sit the tests. The tests are set and marked by an external agency. The results of the teacher assessment and the tests and tasks are expressed in terms of the 1–8-level scale of the National Curriculum (see above).

National tests complement teachers' own assessment and schools'

internal tests and examinations. They enable each pupil's progress to be measured against national standards in the core subjects of English, Welsh (in Welsh-speaking schools), mathematics and science.

National tests at the end of key stage 2 are not used to assess ability or aptitude of pupils for the purpose of selection for secondary schools (commonly known as grammar schools). Selective schools set their own tests for this purpose, and these are usually administered earlier in the school year than the key stage 2 tests.

In England, the national teacher assessment and test and task results are published by the DfEE each year. At school level, the national results provide a basis for schools to measure pupil performance and set targets for improvements.

4.7.4 Reports on individual pupils to parents

Schools must send parents at least one written report every school year. During the course of the year, parents must be sent a required minimum of information about:

- the pupils' progress in all National Curriculum subjects studied;
- progress in all other subjects and activities;
- general progress and an attendance record;
- for all pupils assessed under statutory arrangements at the end of key stages 1 and 2, the pupil's National Curriculum assessment results and how these compare with results of pupils of the same age in the school, and also national comparative information about pupils of the same age;
- arrangements to discuss the report with the school.

DfEE Circular 2/96 sets out the legal requirements.

4.7.5 School records

The Education (School Records) Regulations 1989 require the governing body of all maintained schools to keep educational records for all registered pupils and to provide copies of records on request. Since 1 September 1989, schools have been required to:

- Keep, and update at least once a year, curricular records on pupils, covering their academic achievements, other skills and abilities and progress in school. Other material, such as details of pupils'

school attendance or family background, may be recorded, but that is not a mandatory requirement. The curricular record and other material form the educational record. The Regulations do not set down precise requirements for the content of records.

- Transfer a pupil's educational record (except for any report to a juvenile court, ethnically based data and results of assessments) to any school or other educational or training establishment to which the pupil transfers, on request.

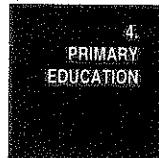
The collection of a wide range of ethnically based education statistics was one of the recommendations made in the Swann Report (1985). Since September 1990, schools have been expected to collect aggregated ethnic data, collated by age and gender, so that the LEAs can provide aggregated information on their area to the DfEE. Data from grant-maintained schools is forwarded direct to the DfEE. Information supplied to LEAs and the DfEE does not name individual pupils.

The Data Protection Act 1984 gives rights to individuals in respect of personal data held about them by others in computerised form. These rights include access to the information, compensation for inaccuracy and correction or erasure of the inaccurate information, and compensation for loss or unauthorised disclosure. Schools which maintain computerised records on their pupils have been obliged to grant access in accordance with the Act with effect from 11 November 1987. Although the Education (School Records) Regulations 1989 relate to paper-based (that is, non-computerised) records, which are not subject to the provisions of the Data Protection Act 1984, the requirements ensure that the rights of access of those pupils whose records are maintained on paper are equal to those of pupils whose records are computerised.

Since 1 September 1990, parents of pupils below the age of 18, pupils themselves aged 16 or over and schools and institutions in the Further Education Funding Council sector considering a pupil for admission may require disclosure of material on the educational record. Schools must provide an opportunity for the correction of inaccurate educational records.

The Regulations do not require disclosure of:

- material placed on the record before 1 September 1989;
- material supplied by persons other than employees of the LEA, teachers and Education Welfare Officers;
- material whose disclosure might cause serious harm to the pupil



or to someone else;

- material concerning actual or suspected child abuse;
- material concerning other pupils;
- references supplied to employers or bodies such as the Universities and Colleges Admissions Service (UCAS), which administers applications for admission to higher education; or
- reports by a school to a juvenile court.

Pupils, schools and colleges have no right of access to the results of assessments of individual pupils or to ethnically based data.

4.8. Qualifications

There is no qualification or certificate awarded to pupils on completion of primary education.

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5
SECONDARY
EDUCATION

5. SECONDARY EDUCATION

5.1 Historical overview

The Education Act 1902 stated that counties and county boroughs should constitute the local education authority (LEA) and provided for county secondary schools to be established. The Welsh Intermediate Education Act 1889 had already enabled Wales to provide secondary schools which were publicly financed.

Until recently, the Education Act 1944 was the basis of legislation affecting secondary education. Important reforms were introduced by the Education Reform Act 1988 and the Education Act 1993. The Education Act 1996, which consolidated legislation from 1944 to 1996, is now the main legislation governing secondary education.

5.2 Specific legislative framework

By law every child of statutory school age (that is, between the ages of 5 and 16) must receive efficient full-time education suitable to his or her age, ability, aptitude and to any special educational needs which s/he may have, either by regular attendance at school or otherwise.

The Education Act 1944 (as amended) defined the education of children aged 11+ to 16 years as secondary education. Post-compulsory education is also considered to be secondary education when it is provided in schools. The Education Reform Act 1988 further divided the compulsory phase of secondary education into two key stages. Key stage 3 caters for pupils aged 11–14 years and key stage 4 for those aged 14–16 years. These stages are restated in the Education Act 1996.

Education in maintained schools and in city technology colleges (CTCs) must be provided free of charge with the exception of extracurricular activities which are provided outside school time.

5.3 General objectives

The purpose of statutory schooling, as laid down by the Education Act 1944 and restated by the Education Act 1996 which supersedes it, is 'to contribute to the spiritual, moral, mental, and physical development of

the community'. The general principles of the National Curriculum also apply to the compulsory period (11–16 years) of secondary education (see p. 4-1).

5.4 Compulsory secondary education

The first five years of secondary education, from 11 to 16 years, fall within the period of compulsory education. Secondary schools normally cater for pupils aged 11 to 16 or 18 years and pupils usually transfer from primary education at the age of 11.

In some areas, schools are organised in three phases: primary (sometimes known as first schools) for pupils aged 5 to 8 or 9 years; middle schools for pupils aged 8 to 12 years or 9 to 13 years; and secondary schools for pupils aged 12 or 13 to 16 years. Pupils in these areas may transfer to secondary schools at the age of 12 or 13 years.

5.4.1 School organisation

Most secondary schools which are maintained schools are non-selective and accept pupils regardless of ability, although legally they are permitted to select up to 15 per cent of their pupils on the basis of ability or aptitude (see below). These are known as comprehensive schools.

In some areas, there are also schools which select all their pupils by ability. Schools which are designated selective schools are commonly known as grammar schools. There are currently 157 grammar schools in England.

The 'Specialist Schools Programme' allows maintained schools to specialise in a particular area of the curriculum such as modern foreign languages, arts, sports or sciences and technology, while still delivering the full National Curriculum. They receive additional funding from the Government and sponsors in industry who are represented on the school governing body. There are currently 196 Technology Colleges, 42 Language Colleges, 6 Sports Colleges and 3 Arts Colleges involved in the programme.

The 15 city technology colleges (and the single city college for the technology of the arts) also specialise in a particular area of the curriculum, and have support from sponsors in industry. They form part of the independent sector but charge no fees and are mainly funded by central government (see p. 1-3).

Admission requirements

The admissions policy of each school is established by the LEA or the school governing body, depending on the type of school, and must contain legally specified information. The admissions policy of each school should state how many pupils will be admitted to the school (based on the capacity of the school) and describe the application procedure. It should also explain how places will be allocated if there are more applications than places at the school. For example, priority may be given to children who live closest to the school, to children who already have brothers or sisters at the school, or to children who have special needs which may be best met by the school. Schools may select up to 15 per cent of their intake on the basis of ability or aptitude. However, only schools designated as selective may select all of their pupils on this basis (DfEE Circular, 6/96). The admissions policy must be published annually in the school prospectus.

Parents can express a preference for the school they wish their child to attend. They must have that preference met unless all the places have already been offered to children who have a stronger claim under the school's published admissions policy. The only exceptions to this are denominational schools and wholly selective schools, which may keep places empty if the applicants do not meet their criteria for entry. Parents have a legal right of appeal if they do not get the school of their choice.

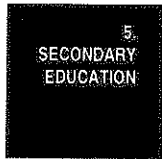
Under Sections 13 and 14 of the Education Act 1997, admission arrangements may include provisions for home-school partnership documents (see p. 4-3).

Grouping

The first three years of secondary education, catering for pupils aged 11 to 14 years, are known as key stage 3 and the remaining two years of compulsory education, catering for pupils aged 14 to 16, are known as key stage 4.

AGE	KEY STAGE	DESCRIPTION
11 – 14	3	Years 7, 8, 9
14 – 16	4	Years 10 and 11

Pupils are organised into year groups with a senior teacher as head of year. Depending on the policy of the school, within the year group, pupils may be divided into classes or tutor groups with a designated teacher who has organisational and pastoral responsibilities. Tutor



groups in some schools may include pupils from different year groups. The organisation of teaching groups is also determined by the school. Pupils may be grouped by general ability (a practice known as streaming), taught in mixed ability groups, or, more commonly, grouped according to ability in each particular subject (a practice known as setting). Most schools use setting for some subjects only, such as mathematics and foreign languages, and teach other subjects in mixed ability groups. Other schools may use a combination of these teaching groups/methods.

Pupils are placed in a class according to their age and, at the end of each school year, they progress to the next class, unless, in exceptional circumstances, the parents and the school decide that a child would benefit educationally from an extra year in a particular class.

Teachers usually teach one or more specialist subjects.

School facilities

Minimum standards for school premises which relate to the health, safety and welfare of pupils and others in maintained schools are laid down in the Education (School Premises) Regulations 1996. These regulations include such matters as lighting, temperature and ventilation of buildings as well as sanitary and medical facilities; they also include minimum areas of playing fields. It is left for LEAs or schools to decide on space requirements for teaching accommodation and for other teaching facilities and equipment.

5.4.2 Curriculum, subjects, number of hours

The National Curriculum was introduced by the Education Reform Act 1988 (now superseded by Part I of the consolidated Education Act 1996).

The compulsory curriculum consists of the National Curriculum and religious education. All secondary schools which are maintained schools must also offer a programme of sex education to pupils. Parents have the right to withdraw their children from religious education and sex education lessons. However, parents do not have the right to withdraw their children from lessons which cover aspects of human biology and reproduction, as required by the National Curriculum Science Programme of Study. Under the Education Act 1997, schools will also be required to offer a programme of careers education to pupils between the ages of 14 and 16 (see p. 1-26).

See Chapter 4 for details of the requirement for religious education and collective worship.

The National Curriculum and religious education do not constitute the whole curriculum for schools, and programmes of study are not designed to absorb the whole of school time. Schools have discretion to develop the whole curriculum to reflect their particular needs and circumstances. In particular, the flexibility at key stage 4 means that there should be room in the timetable for schools to offer pupils aged 14 to 16 a choice of subjects, in addition to those required by the National Curriculum. The options offered may include vocational subjects. The Part One GNVQ (see p. 5-10) is currently being piloted in 300 schools. In addition to Part One, some schools are offering Units of GNVQ and full GNVQs.

National Curriculum

The general principles governing the National Curriculum are described in Section 4.

a. Key stage 3

The following are compulsory subjects in the National Curriculum:

English, mathematics, science, design and technology, information technology, history, geography, a modern foreign language, art, music and physical education. In Wales, Welsh is also compulsory.

Any one of 19 languages may be studied as part of the National Curriculum and all schools are required to offer at least one of the official European languages to their pupils.

Under the terms of the Education Act 1996 the amount of time to be devoted to each subject cannot be prescribed. However, the Dearing Report (Dearing, 1994) provides an example of how schools in England might divide their time:

Key stage 3 — hours per year

English, mathematics, and science — 90 hours for each subject

Modern foreign language — 63 hours

Remaining National Curriculum subjects (including information technology) — 45 hours for each subject

Religious education — 45 hours

Schools in England have approximately 20 per cent of their time free to use as they see fit. In Wales, the allocations may vary because of the additional requirement for the Welsh language and less discretionary time is available (10 per cent – 15 per cent).

b. Key stage 4

In England, the following are compulsory subjects within the National Curriculum:

English, mathematics, science, design and technology, information technology, a modern foreign language, and physical education.

In Wales, the following are compulsory subjects within the National Curriculum:

English, Welsh in Welsh-speaking schools (and, from 1999, in schools which are not Welsh-speaking), mathematics, science, and physical education.

For details on programmes of study, attainment targets and level descriptions, see Section 4. By the end of key stage 3 the performance of the great majority of pupils should be within the range 3 to 7. Level 8 is available for very able pupils, and, to help teachers differentiate exceptional performance at key stage 3, a description above Level 8 is provided. The scale does not apply at key stage 4.

5.4.3 Teaching methods

Teaching methods and learning materials are decided by the class teacher, in consultation with the headteacher and the head of department or faculty (a teacher who has responsibility for a particular subject area and who gives help and guidance to other teachers). Each teacher is responsible for planning the lessons and drawing up schemes of work to ensure that the curriculum meets the statutory requirements. The teacher is also responsible for ensuring that there are sufficient opportunities for differentiated work for pupils of all abilities. Differentiation is defined as the process whereby an attempt is made to provide teaching which is matched to the needs, capabilities and previous learning of individual pupils. At secondary level, teaching is usually organised and delivered within subject boundaries, but in some subjects, teachers organise their work in an integrated way, using thematic work as a way to teach several subjects at once.

There are no prescribed texts for secondary pupils, except those which are specifically required to meet the needs of examination syllabuses set by the examining groups, for example literary texts.

All schools have computers available for use by pupils. Teachers may also use audio-visual equipment such as television, videos, slides, radio and audio recordings. The National Council for Educational Technology is the focus for expertise in the use of technology in learning.

5.4.4 Pupil assessment

Assessment may be formative, summative, evaluative and informative and is intended to help both pupils and teachers in a variety of ways. For details of the aims of pupil assessment, see Section 4.

National Curriculum assessment arrangements

The National Curriculum assessment arrangements consist of teacher assessment and national tests. The assessment arrangements for the ends of key stage 3 and key stage 4 are as follows:

Key stage 3

- Teacher assessment of pupils' work in relation to all the attainment targets in English, Welsh (for Welsh-speaking schools in Wales), mathematics, science, history, geography, design and technology, information technology, modern foreign languages, art, music and physical education. The teacher assessment will draw on evidence of oral, written and practical work in class, homework and school examinations and tests.
- Externally set and marked National Curriculum tests in English, Welsh (for Welsh-speaking schools), mathematics and science. Pupils working at Levels 1-2 in mathematics and science, and Levels 1-3 in English, are assessed by teacher assessment alone, although classroom-based tasks may be used with these pupils on an optional basis to support teacher assessment.

The results of the teacher assessment and the tests and tasks are expressed in terms of the National Curriculum 1–8 level scale (see Chapter 4).

Key stage 4

Evaluation of pupils at key stage 4 is normally by General Certificate of Secondary Education (GCSE) examination (see below). For pupils who are not entered for a GCSE examination in a National Curriculum subject or for an entry level qualification, it is considered that the most appropriate way to measure achievement is by teacher assessment at the end of the key stage. Their achievement is recorded on the pupil's National Record of Achievement (see p. 7-8).

Reports on individual pupils to parents

Schools must send parents at least one written report every school year. During the course of the year, parents must be sent a required minimum of information about:

- the pupils' progress in all National Curriculum subjects studied;

- progress in all other subjects and activities;
- general progress and an attendance record;
- for all pupils assessed under statutory arrangements at the end of key stage 3, National Curriculum assessment results and how these compare with results of pupils of the same age in the school, and also national comparative information about pupils of the same age;
- public examination results (including any vocational qualifications and/or credits towards these);
- arrangements to discuss the report with the school.

DfEE Circular 3/96 sets out the legal requirements.

All secondary school pupils must be provided with a National Record of Achievement (NRA) (see p. 7-8).

School records

The Education (School Records) Regulations 1989 require the governing body of all maintained schools to keep educational records for all registered pupils and to provide copies of records on request to entitled persons (an entitled person is the pupil if aged 16 or over, or his/her parent if the pupil is aged under 16; (see p. 4-12).

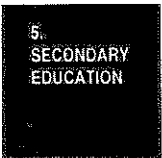
The Data Protection Act 1984 gives rights to individuals in respect of personal data held about them by others in computerised form. The Education (School Records) Regulations 1989 relate to paper-based (that is, non-computerised) records, which are not subject to the provisions of the Data Protection Act 1984 (see p. 4-13).

5.4.5 Certification

Nationally recognised qualifications are taken by the majority of pupils at the end of key stage 4, at the age of 16, the end of the period of compulsory education. However, these qualifications may also be taken by students of any age.

Under Section 37 of the Education Act 1997, all courses of study leading to an external qualification provided for pupils of compulsory school age in maintained schools must be approved by the Secretary of State or a designated body.

A review of qualifications has recently taken place (see p. 7-9).



General Certificate of Secondary Education (GCSE)

The examination most commonly taken at the end of key stage 4 is the General Certificate of Secondary Education (GCSE). The GCSE consists of a range of examinations in single subjects and there are no regulations governing the minimum or maximum number of subjects to be taken by a pupil at any one time. A certificate is issued listing the grade which a candidate has achieved in each subject attempted. The results are reported on an eight-point scale: A*, A, B, C, D, E, F, and G. Candidates who fail to reach the minimum standard for grade G are recorded as 'U' for 'unclassified' and do not receive a certificate.

GCSE (short course) syllabuses have been introduced in design and technology, modern foreign languages, information technology and physical education. Short courses will be available in all National Curriculum subjects and religious education, except English, mathematics and science. They are designed to be studied in half the time of a GCSE and are worth half a full GCSE.

The awarding bodies for GCSE examinations are the five GCSE Examining Groups, each of which may offer several syllabuses for each subject. The choice of examining group and syllabus is made by the school, and schools may choose from different examining groups for different subjects.

The grade awarded may be based partly on coursework done throughout a period of up to two years as well as on the final examination. The proportion of the marks which can be awarded on the basis of coursework is set at 40 per cent for English, and between 25 and 30 per cent for most other subjects apart from technology, which has a limit of 60 per cent to reflect its practical element.

The five GCSE Examining Groups appoint the examiners and standardise the system of marking and grading. The Joint Council for the GCSE, established in 1985, is the central body which acts as a clearing-house for the exchange of information, as a forum for the discussion of matters of common interest and as the coordinator of the Examining Groups' activities for those matters on which they are expected to adopt uniform policies. The Qualifications and Curriculum Authority (QCA) and the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC), are the regulatory bodies for GCSE examinations and are responsible for scrutinising procedures to ensure standards are maintained. A mandatory code of practice for GCSE has been introduced to ensure consistency in the examining process across different syllabuses and examining bodies.

Pupils have a right of appeal if they are not satisfied with the grade they receive. Appeals must be addressed in the first instance to the appropriate examining body. The Independent Appeals Authority for School Examinations (IAASE) hears appeals which have failed to be resolved by the bodies' own procedures and which are supported by the pupil's school.

The five GCSE Examining Groups are:

- EdExcel Foundation;
- Midland Examining Group;
- Northern Examinations and Assessment Council;
- Southern Examining Group;
- Welsh Joint Education Committee.

General National Vocational Qualification (GNVQ)

The Part One GNVQ, which is currently being piloted in schools, is a two-year course designed for 14–16-year-olds. Pupils may study Part Ones at either Foundation Level (equivalent to two GCSEs at grade D–G) or Intermediate Level (equivalent to two GCSEs at grades A*–C). The Part One GNVQ should occupy about 20 per cent of curriculum time. The areas currently being piloted are: art and design; business; health and social care; information technology; leisure and tourism, manufacturing, and engineering. Some schools in Wales also offer units of GNVQ and full GNVQs in these subjects as part of the pilot. It is currently envisaged that the Part One GNVQ will be available to all schools from September 1998.

Qualifications for pupils working below the level of GCSE and GNVQ

There are a number of qualifications approved which are aimed at pupils who are not yet ready for GCSEs (grade G) or GNVQs (Foundation), in literacy, numeracy and information technology, for use from September 1996. They are pitched at level 3 and below of the National Curriculum and will encourage and offer pupils progression to higher level awards. These qualifications are expected to inform the ongoing development of a new national award at 'Entry Level' proposed in a recent review of the qualifications framework which is now under consideration. One example is the Certificate of Education (CoE), awarded by the Welsh Joint Education Committee. This qualification is available in a number of different subjects. It is being revised and in 1998 will be renamed the Certificate of Educational Achievement (CoEA).

5.4.6 Opportunities for pupils completing compulsory education

On completing compulsory education at age 16, pupils may stay on at school to study for General Certificate of Education A-levels (GCE A-levels), GCE Advanced Supplementary examinations (GCE AS examinations), General National Vocational Qualifications (GNVQs) or a combination of these. Pupils may also prepare for these qualifications in an institution of further education.

Young people who leave full-time education for paid employment may continue their education part-time in a further education institution. This may be independent of their employment or as part of an employed-status vocational training scheme such as the Government-sponsored Modern Apprenticeships (see p. 7-8).

Unemployed young people may, in accordance with the 'youth guarantee', obtain places on other government-funded training schemes. The 'youth guarantee' provides that any young people not in employment training or full-time education who have registered with the careers service will be entitled to expect referral to an appropriate youth training scheme within six weeks of registration.

Education-business links

The aim of education-business links is to ensure that young people are better prepared for the world of work. The two main aspects of education-business links are work experience for pupils and teacher placements in industry. These activities are intended to motivate young people and improve their core skills and enhance teachers' understanding of business, leading to a more relevant curriculum and better-informed pupils. There is a national network of Education Business Partnerships which coordinates local education business activities. These partnerships generally involve Training and Enterprise Councils (TECs; see p. 2-3), LEAs and local employers, although the groups involved may vary according to area.

Work experience is governed by the Education Act 1996. Under the terms of the Act, only pupils in their last year of compulsory schooling are eligible. Work experience takes place on the employer's premises and pupils carry out a range of tasks or duties similar to employees, but with the emphasis on the learning aspects of the experience. Pupils under school leaving age may take part only in schemes for which the arrangements have been made or approved, as part of a pupil's education, by the LEA or by the school governing body.

'Compacts' are agreements which offer employment-related incentives to young people (e.g. training) in return for achieving defined standards. 'Compacts' involve employers directly in schools, influencing and supporting the curriculum and helping to raise attainment by providing clear goals and incentives for young people. 'Compacts' are now funded through the Single Regeneration Budget (SRB; see p. 2-2). There are currently 50 inner city 'Compacts' and 53 in non-urban areas.

5.5 Post-compulsory secondary education

Post-compulsory education is provided in schools and in further education institutions. Where it is provided in schools, it is considered to be secondary education and is subject to Schools Regulations. The final two years of secondary education for pupils aged 16–18+ are usually known as the sixth form.

Traditionally, young people stayed on at school or transferred to a sixth-form college to follow academic courses (GCE A-levels) or, on the other hand, transferred to a further education college to study vocational courses. However, the distinct nature of the types of post-compulsory courses offered in schools and further education institutions is becoming blurred. Many further education institutions have for some time offered a range of academic and vocational courses for young people over the age of 16, and schools are now being encouraged to offer vocational as well as academic courses. Whereas schools offer post-compulsory education on a full-time basis, institutions of further education offer courses full-time, part-time, or as day-release courses or block-release courses for students in employment.

5.5.1 School organisation

Post-compulsory education is offered in the sixth form of many secondary schools, where it is considered to be secondary education (and subject to Schools Regulations), and in further education institutions, where separate legislation applies (see Section 7). Pupils in post-compulsory education in schools and further education institutions can take either vocational or academic courses or a combination of both.

For information on the various administrative categories of schools and their legal basis, see Section 2. For details of comprehensive schools and grammar schools and for minimum standards for school facilities, see above. For information on types of further education institutions, see p. 7-3.

Admission requirements

Admission requirements to secondary school are described above. There are no formal qualifications required for admission to the sixth form of a secondary school, although some courses may have specific requirements. For example, students who wish to study for GCE A-levels or GCE AS examinations are usually expected to achieve a good pass in that subject at General Certificate of Secondary Education (GCSE).

Grouping

The National Curriculum and its key stages do not apply to pupils in post-compulsory schooling. The final two years of secondary education for those aged 16 to 18+ are usually known as the sixth form. Unless there are exceptional circumstances, pupils at school progress automatically from the first year to the second year in the sixth form. Pupils are taught by specialist subject teachers, usually in smaller groups than younger pupils.

5.5.2 Curriculum, subjects, number of hours

The National Curriculum does not apply to post-compulsory schooling. The curriculum for pupils depends on their choice of nationally recognised qualifications and the syllabuses laid down by awarding and examining bodies. Pupils may choose from a range of subjects at GCE A-level, GCE AS examinations or General National Vocational Qualifications (GNVQs) offered by the school. Pupils studying GCE A-levels usually take between two and four subjects, one of which may be General Studies. Some pupils aged 16 to 18 may also choose to follow General Certificate of Secondary Education (GCSE) courses.

Schools must also provide religious education for all pupils aged 16 to 18.

5.5.3 Teaching methods

Teaching methods and learning materials are decided by the class teacher, in consultation with the head of department or faculty (a teacher who has responsibility for a particular subject area and who gives help and guidance to other teachers). There are no prescribed texts for post-compulsory pupils, except those which are specifically required to meet the needs of examination syllabuses set by the examining groups, for example literary texts. All schools have computers available for use by pupils. Teachers may also use audio-visual equipment such as television, videos, slides, radio and audio recordings.

5.5.4 Assessment

National Curriculum assessment arrangements do not apply to pupils in post-compulsory education. Evaluation depends largely on the requirements of the appropriate awarding and examining bodies (see below).

5.5.5 Certification

Pupils in post-compulsory education may take academic (general) courses leading to General Certificate of Education A-levels or General Certificate of Education Advanced Supplementary Examinations or vocational courses leading usually to GNVQs. Under Section 37 of the Education Act 1997 (except for courses of higher education), most publicly funded courses of study leading to external qualifications must be approved by the Secretary of State or a designated body. A review of qualifications has recently taken place (see p. 7-9).

The awarding bodies for GCE examinations are the various GCE boards. Vocational courses are offered by the various awarding bodies (see p. 7-11) and are accredited and regulated by the qualifications and curriculum bodies (see p. 10-11).

GCE A-levels and Advanced Supplementary examinations

General Certificate of Education A-levels (GCE A-levels) are single-subject examinations which may be studied in any combination, within the limitations of a school's timetable and the range of subjects it offers. No formal qualifications are required before taking the examinations, but it is advisable for students to have obtained a good pass in the same or a related subject at General Certificate of Secondary Education (GCSE) level and educational establishments normally require these passes before a student is admitted to a full-time course. Courses normally last two years and most students take the examinations at the age of 18. The examinations are also open to those who have followed part-time courses or who have undertaken independent study in the UK or overseas.

General Certificate of Education Advanced Supplementary examinations (GCE AS examinations) were introduced in 1989 to facilitate a broadening of the curriculum for those studying for A-levels. GCE AS examinations are of the same academic standard as A-levels, but include only half the content. Students are free to choose any combination of A-level and/or AS courses within the limitations of a school's timetable and the range of subjects it offers.

A-level passes are graded on a scale of A to E. The grade U denotes a fail and the grade N a narrow failure. Pupils have a right of appeal if they are not satisfied with the grade they receive. Appeals must be addressed in the first instance to the appropriate examining body. The Independent Appeals Authority for School Examinations (IAASE) hears appeals which have failed to be resolved by the bodies' own procedures and which are supported by the pupil's school or examination centre.

The Qualifications and Curriculum Authority (QCA) and the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) are the regulatory bodies for GCE examinations and are responsible for scrutinising procedures to ensure standards are met. A voluntary code of practice (SCAA and ACCAC, 1997) has been adopted by all the GCE examining boards to promote consistency in each subject across different examining boards, between different syllabuses in the same subject, and from year to year.

The GCE examining boards are:

- Associated Examining Board (AEB)
- Northern Examination Assessment Board (NEAB)
- EdExcel Foundation
- Oxford and Cambridge Examination and Assessment Council (OCEAC)
- Welsh Joint Education Committee (WJEC).

General National Vocational Qualifications

General National Vocational Qualifications (GNVQs) are broad vocational qualifications related to a particular industry or sector. There are 15 subject areas in all, but not all of these are offered in schools. Further education institutions usually offer a wider range of GNVQ courses. For further details, see p. 7-10).

5.5.6 Opportunities for students completing post-compulsory education

Students completing post-compulsory secondary education may seek paid employment or continue their education in the further or higher education sector, depending on the courses studied and qualifications obtained. General National Vocational Qualifications (GNVQs) and General Certificate of Education Advanced-level (GCE A-level) and General Certificate of Education Advanced Supplementary examinations (AS examinations) are acceptable for entry into higher education.

See p. 5-11 for education-business links.

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6.
HIGHER
EDUCATION

6. HIGHER EDUCATION

6.1 Historical overview

The first universities, those of Oxford and Cambridge, evolved during the twelfth and thirteenth centuries. Although other bodies, such as the Inns of Court (law) and Royal Colleges of Medicine and Surgery, became increasingly important as providers of professional training and regulation of competence, it was not until the nineteenth century that the major civic universities were founded. During this century, civic government granted charters to colleges to become universities. Despite government encouragement to promote science, technology and advanced vocational training and occasional government financial aid, these remained private foundations.

In the first half of the twentieth century, many university colleges developed, catering mainly for local students taking University of London external degrees. Subsequently, the Education Act 1944 led to a vast increase in the number of qualified young people and the Barlow Report (1946) recommended a doubling of university student numbers, especially in science subjects, to meet the need for scientific manpower. As a consequence, both government finance and student numbers were greatly increased in the immediate post-war period. In 1963, the Robbins Report (1963), sponsored by the Government, recommended further expansion, a broadening of both the regional spread and of the scope and diversity of university education, and the creation of specialist technological universities. This last was effected by upgrading many technological colleges to universities. Since then, despite retaining autonomous status, universities have been institutions predominantly funded by the Government.

Polytechnics developed out of the national network of colleges maintained by local authorities and gained university status following the Further and Higher Education Act 1992. Originally financed and regulated by local authorities, they came increasingly under central government control during the 1980s. Despite the creation of one unified sector for higher education and the change in status of all polytechnics, which became universities under the Further and Higher Education Act 1992, organisational differences between the 'old' and the 'new' universities remain.

In February 1996, the then Secretary of State for Education and Employment established a Committee of Enquiry into Higher Education, chaired by Sir Ron Dearing. The Committee has recently reported (Dearing, 1997) and its wide ranging recommendations cover student funding, institutional finance, the funding of research, the training of teachers, quality assurance mechanisms, the relation of higher education to industry and commerce and the use of information and communications technology.

6.2. Specific legislative framework

Higher education is defined in Section 120 of the Education Reform Act 1988 as 'education provided by means of a course of any description mentioned in Schedule 6 of the Act', that is, 'a course of a standard higher than the standard of courses leading to General Certificate of Education Advanced-level (GCE A-level) or Business and Technology Education Council National Diploma or Certificate'. The courses listed are:

- a course for the further training of teachers or youth and community workers;
- a postgraduate course (including a higher degree course);
- a first degree course;
- a course for the Diploma of Higher Education;
- a course for the Higher National Diploma (HND) or Higher National Certificate of the Business and Technology Education Council, or the Diploma in Management Studies;
- a course for the Certificate in Education (which grants Qualified Teacher Status — QTS);
- a course in preparation for a professional examination at higher level.

The Further and Higher Education Act 1992 reformed the structure of higher education.

6.3 General objectives

The concept of an education that provided training in abstract thought and that valued knowledge for its own sake has always been present. The Robbins Report (1963) specified four aims for higher education: instruction in skills suitable to play a part in the general division of labour; promoting the general powers of the mind; the advancement of learning; and the transmission of a common culture and common standards of citizenship. See p. 1-18 for the DfEE's current aims for the education service.

6.4 Types of institution

Following the implementation of the Further and Higher Education Act 1992, there is a single sector for all higher education institutions. However, there remain differences of structure between institutions commonly referred to as the 'old' universities and those referred to as the 'new' universities. The differences are expected to disappear in due course.

6.4.1 Universities

Most universities have been created by Royal Charter but others are based on Parliamentary Statute. Whatever the legal basis, each university is self-governing. Any amendment to institutional charters and statutes is made by the Crown acting through the Privy Council on the application of the universities themselves. Each university determines which degrees and other qualifications it will offer and the conditions which apply. Nevertheless, all universities are organised along similar lines and all offer research opportunities as well as a wide range of taught courses at undergraduate and postgraduate levels. Universities offer first degrees and postgraduate degrees and some professional qualifications at postgraduate level. They also offer diplomas, professional qualifications and certain qualifications which are below degree level but are nevertheless defined as higher education.

'Old' universities

In general terms, the 'old' universities do not provide professional training, although they do provide a range of professionally accredited degree courses including engineering, accountancy, teacher training, librarianship, information science and medical studies. Qualifications specific to a profession and required for its practice are more often

obtained through successfully completing examinations set or accredited by professional bodies, such as the Chartered Institute of Public Finance and Accountancy and the Council of Legal Education.

'New' universities

Most of the 'new' universities were previously polytechnics. Polytechnics were originally set up by charitable endowment to enable working-class men and women to advance their general knowledge and industrial skills on a part-time or full-time basis. Their role changed with the 1966 White Paper, (GB. Parliament. House of Commons, 1966), which described the polytechnics as regional centres of higher education linking industry with business. Since the Education Reform Act 1988, which removed polytechnics and colleges and higher education institutions in England from LEA control, these have also been autonomous institutions. The Further and Higher Education Act 1992 allows all higher education institutions which satisfy prescribed criteria to apply for permission to include the word 'university' in their titles. All polytechnics were allowed to do so and only one (Anglia Polytechnic University) has chosen to retain the word 'polytechnic' in its title. The title 'polytechnic' will not, in future, be given to new institutions in the higher education sector. Permission to use the word 'university' has also been granted to some other higher education institutions.

In general, the 'new' universities place greater emphasis on the practical application of knowledge than do the 'old' universities. Consequently, they offer a wider range of courses leading to the professional qualifications recognised by professional institutions.

6.4.2 Other higher education institutions

Non-university higher education institutions also provide degree courses, various non-degree courses and postgraduate qualifications. Some may offer higher degrees. Degrees and other qualifications offered by most non-university higher education institutions are validated by external bodies such as a local university or the Open University. A higher education institution must have been granted the authority to award its own first degrees and higher degrees before applying to become a university. Some higher education is also provided in further education institutions. This provision is funded by the Higher Education Funding Councils. The Further and Higher Education Act 1992 allows for the transfer of further education institutions into the higher education sector, if 'the full-time enrolment number of the institution concerned ... for courses of higher education exceeds 55 per cent of its total full-time equivalent enrolment number' (Section 74).

6.5 Student admission

Until 1994, there was no official policy on student numbers. However, the Secretary of State for Education now determines the number of students to be admitted each year to initial teacher training programmes. Some institutional flexibility was announced in December 1991 with respect to admissions in subject areas where there is a shortage of qualified teachers. The Department of Health, after consultation with the profession and the Regional Health Authorities of the National Health Service, sets the yearly admission levels for courses in medicine and dentistry throughout the UK. In 1994, the Secretaries of State for Education and for Wales introduced target figures for full-time undergraduate enrolments; the Higher Education Funding Councils (see Section 3) are expected to ensure that these figures are not exceeded.

The Funding Councils may also influence student numbers through their level of funding. Institutions are also encouraged to attract students willing and able to pay their own fees.

6.5.1 Admission arrangements

The Universities and Colleges Admissions Service (UCAS) acts as a clearing-house for applications for admission to full-time first degree and first diploma courses at universities and other higher education institutions in the UK. It does not set admission requirements or decide on the admission of individual students. It has an internal department, the Standing Conference on University Entrance (SCUE), which represents the Committee of Vice-Chancellors and Principals (CVCP) of the UK.

6.5.2 Admission requirements

All major higher education institutions are autonomous bodies and each determines its own admissions policy. However, applicants are generally required to have obtained at least three General Certificate of Secondary Education (GCSE) passes at grade C or above and two General Certificate of Education Advanced-level (GCE A-level) passes, in different subjects, or their equivalents. All institutions now consider two General Certificate of Education Advanced Supplementary examination passes (GCE AS examinations) and two passes at A-level as equivalent to three A-level passes. Some institutions accept candidates with four AS passes, without requiring any A-levels. In practice, because of the competition for places, most institutions require levels of qualifications considerably above the minimum. These requirements may be expressed in the number of passes or in the grades to be obtained; for example, university departments of medicine

usually require three A-level passes at grade A or two A-level passes at grade A plus one pass at grade B, in addition to the three passes at GCSE mentioned above. Alternative qualifications, including qualifications in vocational education, are becoming increasingly acceptable. Most institutions also welcome applications from older candidates who have had appropriate experience but may lack formal qualifications. In the case of teacher training, institutions do not accept candidates who have not achieved the standard required for GCSE grade C in English, mathematics and a science subject. In addition to these requirements, institutions set their own entry requirements and vary these according to the course a student wishes to follow. Some courses require previous study in the particular subjects.

Students are expected to be able to follow lectures in English and to present their work and examinations in correct English. The University of Wales and some other institutions in Wales have provision for students to follow some courses through the medium of the Welsh language and to present work and take examinations in that language.

6.6 Curriculum, subjects, number of hours

All institutions must offer a wide range of courses. Universities must have a sufficient distribution of students across five of the 11 curriculum areas listed by the Higher Education Funding Councils. However, institutions which were originally set up as, for example, institutes of technology but which subsequently received a university charter tend to retain their technological specialism. Courses available are listed in a variety of directories (CRAC, 1995b; UCAS, 1997; CVCP, 1995; British Council, 1996).

Each institution determines the number of hours of study required subject by subject. In general, students attend more classes for some subjects, such as science-based disciplines; others may require students to spend more time in private study.

The academic year has traditionally been divided into three terms; however, modular systems of study based on two semesters a year are becoming more common. Many institutions operate Credit Accumulation and Transfer Schemes (CATs), the aim of which is to help students create a personal programme of studies to complete a degree. Within CATs, credit may be given for previous study or work experience. CATs also facilitate degree completion by students who are unable to undertake one continuous period of study. Institutions may also form local consortia to operate a common CAT scheme, thus

enabling students, where appropriate, to follow certain courses at institutions other than their own but for which they are given credit towards their degree.

Institutions may also choose to offer courses that are specifically intended to meet the needs of the local community. Thus they may offer part-time courses providing professional updating, which people attend on day-release from work or in the evening, or leisure courses on matters of potential interest, such as local history or geography, or language or literature classes.

6.7 Teaching methods

Teaching methods are decided by the individual teacher, department, faculty, institution or a combination of these. Most courses involve a combination of formal lectures and more informal seminars, in which students are encouraged to participate and lead discussions. By their nature, certain courses require practical sessions, such as work in a laboratory for science subjects and oral classes for foreign languages. Institutions may exploit information technology, for example, using televised lectures, including interactive sessions.

6.8 Student assessment and qualifications

Assessment procedures are decided by the individual institution, but all require students to take examinations for first degrees. Universities award their own degrees and these do not require validation by an external body. However, all universities appoint one or more external examiners for each subject. Their role is to give an additional opinion on the performance of candidates for degrees and thus ensure compatibility of standards between universities. These examiners are usually senior members of the teaching staff of a similar department in another university.

A comprehensive list of awards made by higher education institutions in the United Kingdom is available (Kogan Page, 1996).

6.8.1 First degrees

Undergraduate courses for a first degree lead to the title of Bachelor. The most common are Bachelor of Arts (BA) and Bachelor of Science (BSc). Courses usually last three years, although some take longer. Students of foreign languages are normally required to study or work

for an additional year in the country of the target language. Sandwich courses generally involve an additional year's work experience. Some institutions have introduced accelerated two-year degrees which require students to study during the normal vacation periods. It is now rare for the class of degree awarded to depend completely on student performance in final examinations. Most institutions base a component of the degree class on examinations taken during the period of study, especially those taken at the end of the second year, and many also use some form of continuous assessment.

6.8.2 Higher degrees

Higher degrees or postgraduate degrees may be obtained by successful completion of taught courses or individual research or a combination of these. They are awarded at two levels, Masters' degrees and doctorates. Universities may also award honorary higher degrees (often doctorates) to persons of distinction in academic and public life or to people who have made an outstanding contribution to the university or the local or national community. Research for a higher degree is carried out under the supervision of one or more members of the academic staff. The resulting thesis is submitted to a panel of examiners, which would normally include an external expert and another expert in the field from within the institution awarding the degree. The student subsequently undertakes an oral examination, conducted by the examiners. This examination is intended to clarify any outstanding questions which the panel may have and to demonstrate that the thesis is the candidate's own work.

Masters' degrees

Masters' degrees usually require a minimum of one year's full-time study (more commonly, two years), or the part-time equivalent. Exceptions are Oxford and Cambridge Universities, where the degree of Master of Arts (MA) is an indication of 'maturity' and not of additional academic achievement. Graduates of these universities (that is, holders of the degree of Bachelor of Arts (BA) may apply ('supplicate') for the degree of Master of Arts (MA) on payment of the appropriate fee, without undertaking any further study or examination. The application may be made seven years after admission to the university (known as matriculation) in the case of Oxford graduates and six years after matriculation in the case of Cambridge graduates.

Common degrees obtained for taught courses or research (or a combination of both) at this level are the Master of Arts (MA), Master of Science (MSc), Master of Musical Arts (AMusM), Master of

Business Administration (MBA), Master of Social Work (MSW), Master of Education (MEd) and Master of Medical Sciences (MMedSci). The Master of Philosophy (MPhil) is awarded only for research.

Doctorates

Doctorates are postgraduate degrees awarded for an extended essay, known as a thesis. Doctoral theses are normally expected to be around 60,000 to 80,000 words in length, although this depends largely on the kind of information presented. The most important criteria are that a thesis is based on original research and thought, that it is clearly presented and that it adds to mankind's pool of knowledge. Many students study for the degree on a part-time basis. The degree awarded is normally Doctor of Philosophy (PhD or, at a few universities, DPhil), regardless of the field of study of the research, except for a few specialised fields as in the case of the degree of Doctor of Musical Arts (AMusD). Students may apply for bursaries to allow them to pursue full-time research for a doctorate for up to three years.

Senior doctorates may also be awarded to established scholars, often in recognition of a substantial body of published work. The titles of these senior doctorates normally reflect the field of the holder's interest more closely than do PhDs; thus titles such as Doctor of Letters (DLitt) and Doctor of Science (DSc) are awarded.

6.8.3 Records and reports

Records are kept of all marks awarded for students' work. These may be used simply to monitor progress but may also constitute a factor in deciding the class of degree awarded at the end of the course. The results of any tests and examinations may be used in the same way. Formal written reports are rare except when the student fails to make adequate progress. However, lecturers give comments, both written and oral on students' work and they discuss individual students' progress, both with the student and with their teaching colleagues. Most institutions assign each student to a personal tutor, who monitors the student's progress and gives help and advice when necessary.

The Data Protection Act 1984 gives all individuals, including those attending higher education institutions, certain rights in respect of personal data held about them by others in computerised form. These include access to the information, correction or erasure of incorrect information and compensation for inaccuracy, loss or unauthorised disclosure.

6.8.4 Promotion and educational guidance

A student's continuation on a course of study and receipt of financial awards are usually dependent on satisfactory progress, although exceptions may be made in the case of students who have suffered prolonged illness. Each institution has regulations detailing procedures to be followed in the case of short illnesses, illness during an examination, long periods of illness and lack of progress. In general, students who, for reasons other than illness, have not demonstrated sufficient progress at the end of a mid-course term or year may be requested to leave the course or may, in order to demonstrate progress over a vacation period, be invited to sit an examination shortly before the beginning of the following term or academic year. Financial awards made to students are withdrawn if the institution reports unsatisfactory progress. Repetition of a year is very rare since students do not receive financial assistance for this and the institutions, in general, prefer not to allocate an available place to a student who has, in the recent past, failed to make satisfactory progress. However, institutions try to provide flexibility in transference from one course to another within and between institutions, which may involve a certain amount of duplication.

Institutions vary in the amount of guidance offered to students. It is usual for all students to be assigned to a member of the academic staff of an appropriate department to act as personal tutor. The tutor may arrange to see the student at regular intervals and the student may at any time approach the tutor for guidance.

6.9 Higher education–industry links

Higher education institutions are autonomous bodies and each develops its own policy. However, all institutions make provision for career guidance for students who wish to take advantage of it. Many employers regularly visit higher education institutions to give students the opportunity to discuss possibilities for employment. No higher education qualification gives automatic right to employment in a given profession.

Sandwich courses are the traditional means for students to combine course study with work experience, but many higher education institutions now offer opportunities for other students to gain work experience as part of their degree. The Department for Education and Employment provides funding to encourage Training and Enterprise

Councils (see p. 2-3) to work with higher education institutions to facilitate work experience for students.

Institutions also provide courses for employers, such as professional updating or in-service professional training.

6.10 Assistance for students with special educational needs

Under the Disability Discrimination Act 1995, governing bodies of institutions of further and of higher education must publish disability statements at prescribed intervals. A disability statement contains information on the provision of facilities for education made by an individual institution in respect of disabled persons.

The Higher Education Funding Council for England has established an Advisory Group to investigate means of facilitating access and participation by students with special educational needs and allocates funds for related projects. The Higher Education Funding Council for Wales also allocates funds after taking professional advice from the National Bureau for Students with Disabilities (SKILL). See p. 2-12 for additional financial assistance for disabled students.

6.11 Open and distance learning

The principal organisational variation is distance learning. The main provider of distance learning is the Open University but other institutions are increasingly looking into the possibilities of distance learning methods for their courses. One example is the University of Keele, which introduced a distance learning certificate in information technology in 1990. For this, students are able to do most of their study at home using electronic communications. The course leads to a certificate which grants access to the Information Technology Diploma and Master of Science (MSc) courses at the University of Keele.

The University of London also makes a number of its degrees available to external students. There is no formal tuition, but the university provides a range of learning materials, short courses on particular topics, informal tutorial assessment and recommended reading lists.

A directory of all open learning courses, including those at higher education level, is available (Butterworth-Heinemann, 1996).

6.11.1 The Open University

The Open University was set up in 1969 to serve the whole of the United Kingdom and is the nation's major provider of part-time degrees. It also now accepts students from other European Union Member States. It is an autonomous institution, possessing a Royal Charter and able to award degrees like other universities. It receives funding from the Higher Education Funding Council for England (HEFCE), and through student fees. It also markets its products and other services.

Administrative structure

The Open University has a central campus at Milton Keynes with academic and administrative staff. The academic staff are organised in a faculty structure and work as course teams who, along with technical production staff, design the courses and produce course materials. The administrative staff send out materials and keep records. There are also 13 regional centres, which provide student advice and organise about 250 local study centres (mainly in local colleges). Part-time staff based locally provide face-to-face tuition for students and mark students' assignments.

Admission

Anybody over the age of 18 within the European Union and members of the British Forces posted overseas may enrol at the Open University. No entry qualifications are required for Open University courses, other than for higher degrees. The only requirements are that applicants should be adults resident in the UK, or elsewhere in Europe. Limits of staffing and resources govern how many students can study a course each year, so there are sometimes quotas and waiting lists, but the basic principle is to accept anyone who genuinely wishes to study. In most years, however, applications for entry to the undergraduate programme outnumber the places available. Applications from socially and economically disadvantaged students are particularly welcome and special provisions are made to enable those with special educational needs to participate.

Mandatory grants do not apply to Open University courses except for students studying for the Postgraduate Certificate of Education (PGCE) and therefore students must pay their own tuition fees. However, some LEAs and employers do make contributions towards students' costs.

Types of programme

Three main types of course are available from the Open University: undergraduate level courses, postgraduate courses—both taught and research—and study packs. The courses are offered as part of certificate, diploma or degree programmes. The largest single group of students are those studying for a BA or BSc degree. Undergraduate students take a series of courses which are worth one half or one full credit. A one-credit course is estimated to require 350–400 hours of study. An ordinary BA or BSc degree is awarded to a student who has obtained six credits; an honours degree (BA or BSc Hons) to a student who has obtained two of these credits at the higher levels of study. Students may choose from a selection of 134 courses on a large number of subjects at four levels of difficulty. Up to three credits may be allowed for previous qualifications (such as an initial teacher training qualification or a Higher National Diploma—HND). The Open University year runs from February to October.

Subjects offered

A full range of subjects is available at first degree level including initial teacher training. The study of medicine is not offered. In recent years, there has been a move toward courses which update knowledge in business and technological subjects, including management, and information technology. The Government has provided grants to assist the development of such courses. The Open University has an Open Business School.

Student assessment

The assessment of students is rigorous, combining a number of assignments during the course and a three-hour invigilated examination. Both the continuous assessment and the examination count in the final course result. External assessors ensure that Open University standards are comparable with those of other British universities

Teaching methods

The characteristic feature of all Open University teaching is that it is at a distance—the courses come to the students in their own homes or, sometimes, places of work. Courses are carefully designed to meet the needs of home-based students. At the heart of most courses are a series of specially produced textbooks (known as ‘units’ within the Open University). These are linked in most cases to other materials: radio and television programmes, audio and video tapes, home experiment kits and computer software. Although students learn at home, there is plenty of support and human contact available. All registered students have a local tutor and counsellor, whom they can meet along with fellow students at one of a network of some 250 study centres throughout the UK. Elsewhere in Europe similar arrangements are being made where there are sufficient numbers of students. Students also meet at the residential schools which are an integral part of many Open University courses.

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7. FURTHER AND ADULT EDUCATION

7.1 Historical overview

Adult and further education developed mainly from the Mechanics Institutes in the early nineteenth century and later led to the establishment of technical schools. Mechanics Institutes were originally established to provide tuition for working people in the basic skills of reading, writing and arithmetic but, as the availability of free elementary education improved, they broadened their range to include scientific and technical subjects.

The further education sector was reformed in 1992. The Further and Higher Education Act 1992 transferred the responsibility for the provision of certain types of further education from the LEA to the new Further Education Funding Council for England and the Further Education Funding Council for Wales. LEAs retain a duty to provide the types of further education outside the sphere of the Funding Councils.

7.2 Specific legislative framework

The Further and Higher Education Act 1992 is the main body of legislation covering further education. It defines further education as:

- full-time and part-time education suitable to the requirements of persons over compulsory school age (16 years) including vocational, social, physical and recreational training;
- organised leisure-time occupation provided in connection with the provision of such education.

When full-time education for pupils over compulsory school age is provided in a school which also educates pupils of compulsory school age, it is considered to be secondary education and, as such, is subject to Schools Regulations.

The Further and Higher Education Act 1992 transferred the responsibility for securing the provision of many types of further education courses from LEAs to newly established Further Education Funding Councils for England and Wales respectively. Further

Education Funding Councils have a duty to secure the provision for their area of sufficient facilities for the full-time education of any person over compulsory school age (16 years) and under the age of 19 years. They must also secure adequate facilities for the part-time education of 16–19-year-old students and adequate facilities for the full- and part-time education of all other adult students. Except for students between the ages of 16 and 19, the Funding Councils' responsibilities are restricted to certain types of courses, known as Schedule 2 courses:

- courses which prepare students to obtain a vocational qualification;
- courses which prepare students for the General Certificate of Secondary Education (GCSE) or the General Certificate of Education Advanced-level (GCE A-level) or General Certificate of Education Advanced Supplementary examinations (GCE AS examinations);
- courses which prepare students for entry to higher education courses;
- courses which prepare students for entry on to any of the above courses listed 1-3;
- basic English or maths courses;
- English as a second language courses;
- Welsh language or literacy courses in Wales;
- independent living and communication skills courses for people with learning difficulties.

LEAs now have a duty to provide only those courses, mainly recreational or non-vocational courses for adults, which are not included in Schedule 2 of the Act. However, many LEAs do continue to provide courses now designated as Schedule 2 courses, and some receive funding for these courses from the Funding Councils through 'sponsorship' arrangements with FEFC sector institutions.

7.3 General objectives

The purpose of statutory schooling, including further education, as laid down in the Education Act 1996, is 'to contribute to the spiritual, moral, mental and physical development of the community'.

7.3.1 National Targets for Education and Training

The Government has endorsed the National Targets for Education and Training developed by the Confederation of British Industry (CBI),

which are intended to improve the skills of the UK workforce. The targets are divided into Foundation Learning Targets and Lifetime Learning Targets. One of the aims of the Further Education Funding Council for England is to 'contribute to the development of the workforce as envisaged by the Targets' (FEFC Circular, 93/12).

Foundation Learning Targets for the year 2000

- 1) By age 19, 85 per cent of young people to achieve five GCSEs at grade C or above, an Intermediate GNVQ or an NVQ level 2.
- 2) Seventy-five per cent of young people to achieve level 2 competence in communication, numeracy and IT by age 19; and 35 per cent to achieve level 3 competence in these core skills by age 21.
- 3) By age 21, 60 per cent of young people to achieve two GCE A-levels, an Advanced GNVQ or NVQ level 3.

Lifetime Learning Targets for the year 2000

- 1) Sixty per cent of the workforce to be qualified to NVQ level 3, Advanced GNVQ or two GCE A-level standard.
- 2) Thirty per cent of the workforce to have a vocational, professional, management or academic qualification at NVQ level 4 or above.
- 3) Seventy per cent of all organisations employing 200 or more employees, and 35 per cent of those employing 50 or more, to be recognised as 'Investors in People'.

7.4 Types of institution

The Further and Higher Education Act 1992 created a new further education sector, known as the Further Education Funding Council sector (FEFC sector). Autonomous status as further education corporations was granted to existing local education authority-maintained further education colleges (both general and specialist), tertiary colleges and sixth-form colleges which had at least 15 per cent of their students (in full-time equivalent terms) attending full-time on sandwich courses, day-release courses or block-release courses. Voluntary-aided sixth-form colleges and some other institutions were included in the new further education sector as designated institutions.

These corporations and designated institutions offer full-time and part-time further education courses to students over compulsory school age. Schedule 2 courses are funded by the Further Education Funding Councils. The Funding Councils also fund courses which fall outside Schedule 2 for students between the ages of 16–19. FEFC sector

institutions may also offer other courses on a contract basis, provided finance is obtained from other sources. Other sources of funding may include local employers, Training and Enterprise Councils (TECs) or LEAs.

Institutions which provide largely part-time recreational activities for adults (adult education centres) are funded by local education authorities and are not part of the FEFC Sector.

7.4.1 Further education colleges

Further education colleges (FE colleges) provide full or part-time education and training for students over compulsory school-leaving age (16). Further education colleges traditionally offered courses of a vocational nature, but many now also offer academic courses. There are some specialist further education colleges, which provide courses in a specific area of the curriculum such as art, or in a vocational area such as agriculture.

7.4.2 Tertiary colleges

Tertiary colleges are those colleges which combine the functions of a further education college and a sixth-form college. Some may have been formed from the amalgamation of a sixth-form college and a further education college. All provide a full range of academic and vocational courses.

7.4.3 Sixth-form colleges

Sixth-form colleges were originally governed by Schools Regulations and offered full-time academic courses to students over compulsory school-leaving age. However, the Further and Higher Education Act 1992 has brought them into the FEFC sector and they may now offer the full range of further education courses, both full- and part-time.

7.4.4 Adult education centres

Adult education centres may also be known as adult education institutes or community colleges. They offer part-time education and training, as well as leisure courses, to students over compulsory school age. These institutions are largely funded by LEAs and although they are not part of the FEFC sector, they may apply to the Further Education Funding Councils for funding for Schedule 2 courses through an FEFC sector institution sponsoring body. Adult education centres may not apply directly to the Funding Councils

7.5 Admission requirements

There are no formal qualifications required for admission to an institution of further education or to an adult education centre, although individual courses may have specific requirements. Many colleges have introduced access courses, aimed specifically at people with no academic qualifications. The Government is currently considering proposals (Kennedy, 1997) to extend access to further education.

7.6 Curriculum

There is wide variation in the nature, duration and content of courses available in further education institutions, adult education centres and through open and distance learning. A published guide to courses and institutions is available (CRAC, 1995a).

7.6.1 Courses leading to nationally recognised qualifications

Most further education institutions provide both academic and vocational courses leading to nationally recognised qualifications of a number of national examining bodies. The subjects of study and the number of hours involved vary between courses. See below for details of vocational qualifications and Section 5 for general or academic qualifications.

7.6.2 Language courses

Most further education institutions offer foreign language courses leading to nationally recognised qualifications, such as General Certificate of Secondary Education (GCSE) and General Certificate of Education Advanced-level (GCE A-level) and General Certificate of Education Advanced Supplementary Examinations (AS Examinations). Many also offer courses leading to City and Guilds of London language qualifications (see below), which are vocationally oriented. English as a foreign language (EFL) courses are also available, in some areas, for students whose mother tongue is not English.

7.6.3 Recreational courses

A wide variety of recreational courses, which do not lead to a particular qualification, are available to adults and are provided by LEAs usually in adult education centres. These courses may include arts subjects (e.g. painting, drawing, photography); crafts (pottery, dressmaking, flower arranging, etc.); and physical exercise and sports.

7.6.4 Access courses

In recent years, further education institutions have provided an increasing number of access courses to prepare students without academic qualifications for higher education. These courses are aimed mainly at mature students and are designed and taught to meet their needs. Some provide access to a particular institution of higher education, which may thus be involved in designing the course, but most are designed to offer access to higher education in general. The majority of courses are provided at FEFC sector institutions. There are no formal requirements concerning minimum age, but age limits may be prescribed for individual courses. Most applicants are required to attend an interview. Many access courses were developed in response to an invitation made by the Government in 1978 to selected LEAs to design courses for students from the United Kingdom's black and ethnic minority communities in inner city areas. The initiative was taken to increase the number of teachers and social workers from these communities. Since then, a more general focus has evolved: to provide a second chance for those showing evidence of a background of educational disadvantage, including the long-term unemployed, and for women returning to study after child-raising or wishing to study disciplines in which they are under-represented.

7.6.5 Adult literacy and basic skills

Adult literacy and basic skills courses are designed specifically for adults and include very flexible and informal programmes. They often take the form of drop-in workshops, where voluntary tutors provide tuition on a one-to-one basis. The Basic Skills Agency (formerly the Adult Literacy and Basic Skills Unit) was set up by the Department of Education and Science (DES) (now the Department for Education and Employment, DFEE) and is the central development agency for adult literacy, adult numeracy and related basic skills learning.

7.6.6. Continued vocational education (PICKUP)

Professional, Industrial and Commercial Updating (PICKUP) was launched in 1982 by the Department of Education and Science (DES) (now the Department for Education and Employment, DFEE), to increase the amount of training in colleges, polytechnics and universities, specifically designed for adult employees in business and industry. The official PICKUP programme has now ended, but the Further Education Funding Council for England and the Higher Education Funding Councils (HEFCs) provide financial support for institutions in their respective sectors to develop PICKUP-type activities. These activities may be called continued vocational education or continued

professional development. However, the courses themselves are intended to be self-financing.

Most courses are held in the institutions themselves, although a substantial proportion are held on company premises or at other venues. Increasingly, courses are run for individual employers or organisations and tailored to the specific needs of the client. Courses vary from short seminars to full-time degree courses. Longer courses may be split into short self-contained modules to make it easier for employees to attend.

7.6.7 Government-supported training schemes

There are a number of publicly funded training schemes, which are now delivered by the Training and Enterprise Councils (TECs), and in some areas contracts are made with further education institutions as training providers. The Government has recently announced a 'New Deal', which will ensure that young people who have been unemployed for six months or more will have the option of a job in the private or voluntary sector with day release for education or training, or a full-time education or training programme designed to lead to an appropriate qualification. A new framework of 'national traineeships' is also currently under consideration.

The principal schemes offered by TECs are as follows:

Youth Training

Youth Training (YT) is a scheme for young people who are not in full-time education. The programme aims to provide broad vocational education and training mainly for 16–17-year-olds, although exceptions may be made in certain circumstances. A trainee chooses a training programme in a particular field, which involves a mixture of work-experience in a company and off-the-job training. The Government pays a limited allowance to the trainee and the employer may make an additional contribution. The training leads to a National Vocational Qualification (NVQ) in the chosen area. Employers are not obliged to employ the trainee at the end of the course.

Training for Work

Training for Work is part of a package of measures provided by the Government to help long-term unemployed people get back to work. Training for Work allows TECs the flexibility to offer programmes with a mix of activities to meet the needs of individuals and the local labour market. The programme is open to people aged between 18 and 63 years of age. Participants receive a weekly allowance which is slightly higher than their State benefit.

Modern Apprenticeships

Modern Apprenticeships cater mainly for school leavers aged 16, and aim to take trainees to technician level (NVQ3) by the end of the apprenticeships. In Wales, apprenticeships are also open to more mature trainees, providing they are able to complete their training before the age of 25.

7.7 Teaching methods

Institutions and teachers are free to choose the appropriate teaching methods for the courses they are teaching. Courses may be structured in a variety of ways, and the degree of practical training will depend on the course syllabus and the requirements of the awarding bodies (see below).

7.8 Student assessment

Student performance may be assessed by a variety of methods, including examinations, continuous assessment or a combination of the two, depending on the course and the requirements of the awarding bodies. A number of bodies offer nationally recognised qualifications. These can be broadly divided into those which offer academic examinations and qualifications and those which offer vocational examinations and qualifications.

The Charter for Further Education (GB. DFE, 1993a) (see Section 2) gives students a right to regular information on their progress and personal achievements. The Data Protection Act 1984 allows students access to any computerised information held on them by the institution.

7.8.1. National Record of Achievement

The National Record of Achievement was launched in 1991 as a government-backed initiative which allowed young people to record academic, career and personal achievements, and was also intended to be a tool for lifelong learning and career planning. As a result of a recent review, the NRA is being redesigned and will be relaunched from September 1997. It has been provisionally renamed 'ProFile'.

7.9 Qualifications

Further education institutions offer courses which lead to a range of nationally recognised qualifications, awarded by a number of different bodies. These qualifications may be academic, general vocational or job-specific, or vocational.

A review of qualifications for 16–19-year-olds has recently taken place (Dearing, 1996). The recommendations include the establishment of a new four-level framework of ‘National Awards’ which embraces existing academic and vocational qualifications:

Entry Level	Foundation Level	Intermediate Level	Advanced Level
National Curriculum levels 3, 2 and 1	GCSE grades D-G	GCSE grades A*–C	GCE AS and A-level
	GNVQ foundation level	GNVQ intermediate level	GNVQ advanced level
	NVQ level 1	NVQ level 2	NVQ level 3

7.9.1 Academic qualifications

Syllabuses and examinations in academic subjects are set by the General Certificate of Secondary Education (GCSE) examining boards and the General Certificate of Education (GCE) examining boards. GCE courses lead to either General Certificate of Education Advanced-level (GCE A-level) or General Certificate of Education Advanced Supplementary examinations (GCE AS examinations), see Section 5.

7.9.2 Vocational qualifications

The main national qualifications for vocational educational and training are National Vocational Qualifications (NVQs) and General National Vocational Qualifications (GNVQs), which are now regulated by the Qualifications and Curriculum Authority (in Wales, the Qualifications, Curriculum and Assessment Authority). These qualifications are gradually replacing the wide range of vocational qualifications previously offered by awarding bodies.

National Vocational Qualifications (NVQs)

National Vocational Qualifications (NVQs) are job-specific vocational qualifications aimed largely at people who have left full-time education. They may be obtained by successfully completing a programme

offered by one of the awarding bodies or, more usually, by demonstrating 'competence' in an occupation, as defined in the 'Statement of Competence' from one of the lead bodies. 'Competence' is defined as a combination of relevant skills, knowledge and understanding and the ability to apply them. 'Units of Competence', which may have been achieved in a range of different ways and over a period of time, may be combined into an NVQ. An awarding body may accept a variety of evidence that someone has reached the necessary standards of competence. A survey of NVQ provision in further education institutions has been carried out by the Further Education Funding Council for England (FEFC, 1994b).

General National Vocational Qualifications (GNVQs)

General National Vocational Qualifications (GNVQs) are aimed primarily at young people over compulsory school age who remain in full-time education, although they are open to students of any age. They are intended to offer a comprehensive preparation for employment, as well as a route to higher-level qualifications. The 15 subject areas cover:

- art and design;
- business;
- construction and the built environment;
- distribution;
- engineering;
- health and social care;
- hospitality and catering;
- information technology;
- land-based and environmental industries.
- leisure and tourism;
- management studies;
- manufacturing;
- media, communication and production;
- science;
- the performing arts.

The qualifications are validated by the existing vocational awarding bodies (see below) and regulated by the Qualifications and Curriculum Authority (in Wales, the Qualifications, Curriculum and Assessment Authority). Most subject areas will eventually be available at three levels: foundation, intermediate and advanced, but consultations are taking place about the introduction of higher levels for some subject areas. There are no set time limits for completing these qualifications.

Level	Mandatory Units	Optional Units	Key Skills Units	Equivalent Qualifications	Years of Study
Foundation	3	3		4 GCSEs grades D–G	Normally 1 year
Intermediate	4	2	3	4/5 GCSEs grades A*–C	Normally 1 year
Advanced	8	4	3	2 GCE A-levels	Normally 2 years

GNVQs were originally introduced for students over compulsory school age, but some subject areas are now to be made available to pupils aged 14–16 years and known as General National Vocational Qualification (GNVQ) Part I. A pilot study is currently in operation (see p. 5-10).

7.9.3 Awarding bodies

There are numerous awarding bodies which approve courses and syllabuses in vocational subjects. The principal bodies are: the City and Guilds of London Institute, the Business and Technology Education Council, the Royal Society of Arts Examinations Board and the London Chamber of Commerce and Industry Examinations Board. Some industry lead bodies also act as awarding bodies for NVQs. Courses are offered by FEFC sector institutions, adult education centres, higher education institutions and some schools. Many of the qualifications offered by the awarding bodies have been redesigned within the framework of National Vocational Qualifications (NVQs) and General National Vocational Qualifications (GNVQs). The rationalisation of the number of awarding bodies has been recommended (Dearing, 1996). Some mergers between GCSE examination bodies and vocational awarding bodies have already taken place.

The City and Guilds of London Institute Examinations Board (CGLI)

The City and Guilds of London Institute offers qualifications at various levels in technical and vocational subjects, ranging from agriculture to retail distribution and from construction to hotel and catering studies. It works closely with industry to ensure that courses are relevant to the needs of employers. Assessments and examinations are competence-based, that is, they are designed to measure practical skills, knowledge, aptitudes and experience.

Business and Technology Education Council (BTEC)

BTEC approves vocational courses in a wide range of subjects, such as business studies, management, engineering and design. Qualifications are awarded at three levels: First, National and Higher National. At each level, both Certificates and Diplomas may be obtained. First- and National-level qualifications are gradually being replaced by NVQs in appropriate subject areas. BTEC recently merged with the University of London Examinations and Assessment Council to form the Edexcel Foundation.

Royal Society of Arts Examinations Board

The Royal Society of Arts (RSA) traditionally offered examination and assessment schemes in all aspects of business studies, including clerical and secretarial skills, information technology and foreign languages. It now also offers National Vocational Qualifications and General National Vocational Qualifications and a small number of GCSEs.

The London Chamber of Commerce and Industry Examinations Board (LCCI)

The LCCI offers single-subject Certificates, Group Certificates and Group Diplomas at three levels in a wide variety of subjects for students of any age. National Vocational Qualifications (NVQs) are provided at two levels. They are approved for government-sponsored schemes, such as Youth Training and Training for Work (see above). Level I courses include business administration and the retail trade, while Level II provides financial, secretarial and administrative options.

7.10 Assistance for students with special educational needs

Depending on their individual needs, students over the age of 16 years may continue their education in mainstream schools, mainstream further education institutions or in special schools or colleges.

7.10.1 Specific legislative framework

Section 4 of the Further and Higher Education Act 1992 requires the Further Education Funding Councils to have regard to the requirements of people with learning difficulties or disabilities when securing further education provision. The Secretaries of State (for Education and Employment and for Wales) have advised the Further Education Funding Councils that, as far as possible, learning difficulties or

disabilities should not prevent students from gaining access to further education. A guide for students with learning difficulties and/or disabilities has been published (FEFC, 1996a).

The Disability Discrimination Act 1995 requires governing bodies of institutions of further education to publish disability statements at prescribed intervals. A disability statement contains information on the provision of facilities for education made by an individual institution in respect of disabled persons. Further Education Funding Councils may include conditions in their funding regulations relating to the provisions made by FEFC sector institutions with respect to disabled people.

7.10.2 Provision for students outside the FEFC sector

The Further Education Funding Councils require an assessment to be carried out to determine the educational needs of students who are approaching the age of 16 and who want to leave school to continue their education in an institution outside the FEFC sector. If the educational needs of individual students cannot be met within an FEFC institution, the Funding Councils must consider securing provision at an institution outside the FEFC sector (FEFC Circular 1994/03). The LEA continues to be responsible for the education of students between 16 and 19 years of age with special educational needs (SEN) who want to continue their education in a school (i.e. an establishment providing education for pupils of compulsory school age). LEAs must also publish disability statements.

Statements of special educational needs continue to apply to students only while they attend school. Statements do not have any force once the student has entered the further education sector, although institutions may take them into consideration when assessing the needs of students.

7.10.3 Curriculum

Most further education institutions and adult education centres make provisions for students with special educational needs as part of their equal opportunities policy. However, although some institutions have special facilities, restrictions are often imposed on institutions by the very nature of their premises.

In addition to providing access to the whole range of courses, some colleges run special courses for students with learning difficulties. The programmes may include communication skills and independent living skills for people with moderate or severe learning difficulties. In Wales, the Funding Council makes specific funds available each year

to institutions to make courses accessible to individual students with particular needs. The Further Education Funding Council for England also makes additional funds available for institutions to meet the needs of students with learning difficulties.

Most further education institutions and adult education centres appoint a senior member of staff to be responsible for developing and coordinating initiatives.

7.10.4 Voluntary agencies

The National Bureau for Students with Disabilities (SKILL) is a voluntary organisation concerned with developing opportunities in further education, adult and higher education and training for students with learning difficulties and disabilities and special training needs.

7.11 Opportunities for students completing post-compulsory education

Students completing studies in further education institutions may seek paid employment or continue their education in the higher education sector, depending on the courses studied and qualifications obtained. General National Vocational Qualifications (GNVQs) and General Certificate of Education Advanced-level (GCE A-level) and General Certificate of Education Advanced Supplementary examinations (AS examinations) are acceptable for entry into higher education (see Section 6).

Many students in further education are already in paid employment and follow either day-release, part-time or sandwich courses. For most students, a period of work experience forms part of their course.

7.12 Other further education providers

Open and distance learning is provided by the Open College, the Open College of the Arts and by private correspondence colleges. Further education institutions may also provide open learning workshops.

7.12.1 The Open College

The Open College started operations in 1987. It is an independent institution which provides open learning courses on vocational subjects at a variety of levels, although the emphasis is now on business-related courses. It is intended to act as a clearing house for courses produced by other bodies, rather than to produce its own courses. The courses available are varied and are mostly National Vocational Qualification (NVQ)-accredited. About 100 local student centres (mainly further education colleges) are used to provide advice, counselling and tuition. Students unable to use their local college may use a National Distance Learning Centre. Courses may be of any length and use any sort of teaching method, but the most common methods are study manuals and videos.

7.12.2 The Open College of the Arts

The Open College of the Arts was set up in 1987 to aid students of the arts who wish to study at home. It is accessible to everyone. It functions in a similar manner to the Open University as regards courses, but it receives no government funding. Thus, financially, it is dependent on fees but, as a registered charity, it does receive donations from other organisations. The College has recently become affiliated to the Open University and is currently negotiating a system of credit transfer for its courses.

7.12.3 The Workers' Education Association

The Workers' Education Association is a voluntary body which aims to encourage adults to undertake continuing education. It was founded in 1903 and has 900 local branches. It provides courses for adults in a wide range of subjects of varying lengths, from weekend seminars to three-year courses. It is part of the FEFC sector.

7.12.4 University extramural courses

Higher education institutions may also choose to offer courses that are specifically intended to meet the needs of the local community. Thus they may offer part-time courses providing professional updating, which people attend on day release from work or in the evening, or leisure courses on matters of potential interest, such as local history or geography, or language or literature classes.

7.
FURTHER
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8.
SPECIAL
EDUCATIONAL
NEEDS

8. SPECIAL EDUCATIONAL NEEDS

8.1 Historical overview

As with mainstream education, education for children with special educational needs largely began, in the United Kingdom, with individual and charitable enterprise. Schools for blind children and schools for deaf children were established. Later, schools for physically handicapped children and those with mental handicaps were provided, followed, later still, by schools for delicate children or those with speech impairments. However, as early as 1874, the London School Board established a class for deaf children at a public elementary school as did a small number of other School Boards. Over time, government support for the efforts of voluntary bodies increased and subsequently a national framework of partnership between public and voluntary agencies was developed.

The Education Act 1944 gave responsibility for special education provision to local education authorities (LEAs). The 1945 Handicapped Pupils Regulations referred to 11 categories of handicap, and, in order to be allocated provision, children had to be diagnosed by doctors in the School Health Service as falling within one of these categories. Some children were regarded as too handicapped to benefit from education and were termed 'ineducable'. These children became the responsibility of the Health Service. However, in 1971, following the Education (Handicapped Children) Act 1970, LEAs assumed responsibility for the education of children with a mental handicap. During the next ten years, the movement towards the integration of children with special educational needs into mainstream education gathered momentum, until the Education Act 1981, which incorporated the findings of the Warnock Committee, established the policy of mainstream education for all but a very small percentage of children.

8.2 Specific legislative framework

The Education Act 1981, which came into force in 1983, and the Education Act 1993, made major changes in the legal requirements for provision for children with special educational needs. This legislation implemented many of the recommendations of the Warnock Report

(1978). In 1996, a new Education Act brought together legislation from earlier Acts (the substance of the earlier legislation remained unchanged). Under the Education Act 1996, LEAs have a duty: to identify children with special needs; to make an assessment of those needs, taking account of educational, medical, psychological and other factors; and, where necessary, to make a formal statement of those needs (see below) and specify the provision which should be made to meet them. Thus, the term includes pupils with a range of needs or disabilities — physical, sensory, mental, emotional, behavioural or a combination of these. Under the terms of the 1996 Act, LEAs have a qualified duty to place pupils with special educational needs in mainstream schools alongside children of the same age without such needs. Such provision has to be compatible with:

- the child receiving the special educational provision that s/he requires;
- the provision of efficient education for the children with whom s/he will be educated; and
- the efficient use of resources.

Reflecting this requirement to integrate, where possible, the National Curriculum, introduced under the Education Reform Act 1988 (and now incorporated into the Education Act 1996), is also a statutory entitlement for pupils with special educational needs. There is, however, flexibility to adapt or temporarily suspend the curriculum and to make exceptions for individuals or groups of pupils with special educational needs (see below).

The 1993 Education Act (now superseded by the Education Act 1996), made four important changes to the arrangements for the provision of special needs education. The Act established a Special Educational Needs Tribunal to hear appeals against the contents of a statement of a child's special educational needs (see below), or against an LEA's decision not to make a statement; increased rights for parents in relation to the choice of school; made provision for special schools which are self-governing grant-maintained schools; and introduced a Code of Practice (see below), giving practical guidance to LEAs and the governing bodies of all maintained schools on their responsibilities towards all children with special educational needs.

The Disability Discrimination Act 1995 established a National Disability Council and required details of provision in school and in post-compulsory education for students with disabilities to be documented. Provision must be non-discriminatory (see below).

8.2.1 Definition of special educational needs

The Education Act 1996 states that a child has special educational needs 'if he has a learning difficulty which calls for special educational provision to be made for him'. Such provision is required when:

- a) he has significantly greater difficulty in learning than the majority of children of his age; or
- b) he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided in schools, within the area of the local authority concerned, for children of his age; or
- c) he is under the age of five years and is, or would be if special educational provision were not made for him, likely to fall within paragraph a) or b) when over that age.

Pupils who need special help may be those with severe mental or physical handicaps, such as limited intellectual ability, blindness or deafness or those who have a milder form of handicap or who are slow learners. The Warnock Report suggested that up to 20 per cent of school children might need special educational help at some time during their time at school.

The Education Act 1996 defines special educational provision as provision which, in the case of children over the age of two, adds to, or differs from, provision made generally for pupils of the same age in maintained schools. In the case of children under two years of age, the Act defines special education as educational provision of any kind.

A child cannot automatically be defined as having special educational needs under the Education Act 1996 solely because his mother tongue is not English.

Under the terms of the Education Act 1996, giftedness is not recognised as grounds for identifying a pupil as having special educational needs; some LEAs, however, cater for this situation in their special education provision.

Where it appears to a local education authority that any District Health Authority or local authority could, by taking any specified action, help in the exercise of any of the LEA's functions as given in the Education Act 1996, the LEA may request the help of the Authority, specifying the action needed. This might involve the provision, for example, of speech therapy, physiotherapy, psychotherapy, etc. The Authority is

under a duty, with certain exceptions, to provide such help. A Health Authority must also inform parents if it believes that a particular voluntary organisation could be of help.

8.2.2 The duty to integrate

The Education Act 1996 places a qualified duty, as did the 1981 Act, on LEAs to integrate children with special educational needs, wherever practicable, in a mainstream school alongside children without special needs rather than in a special school or segregated unit. This duty applies to all pupils whatever the disability. However, much depends on the individual circumstances of a child's needs.

Parents of children with a statement of special educational needs have a right to state a preference for the maintained school – mainstream or special – which their child may attend. However, in deciding whether or not to educate the child in a mainstream school, the LEA must consider whether the child's special educational needs can be met in this category of school. The LEA must also consider the effect of such provision on the efficient education of other children and on the efficient use of the LEA's resources.

8.3 General objectives

Wherever possible, children with special educational needs must be educated in mainstream schools alongside pupils of the same age without such needs. The general objectives which apply to mainstream education apply to children with special educational needs (see Section 4).

8.4 Provision for children with special educational needs

LEAs have responsibility for the education of children and young people with special educational needs from the age of 2 to 19 years who are educated in school. Provision is made by the Further Education Funding Councils for students over compulsory school age who choose to continue their education in a further education institution (see p. 7-12).

An LEA is responsible for a child if s/he normally resides in their area and:

- a) s/he is a registered pupil at a maintained school, grant-maintained school or grant-maintained special school;
- b) education is provided for him or her at a school which is not a maintained, grant-maintained or grant-maintained special school at the expense of the authority or the funding authority;
- c) s/he does not come within paragraph (a) or (b) above but is a registered pupil at a school and has been brought to the authority's attention as having (or probably having) special educational needs; or
- d) s/he is not a registered pupil at a school, is not under the age of two years or over compulsory school age and has been brought to their attention as having (or probably having) special educational needs.

An LEA must make information available about its provision for special education.

Under Section 527A of the Education Act 1996, as amended by the Education Act 1997, all LEAs must publish a statement regarding arrangements made for children with behavioural difficulties. This statement must include details of the advice and resources available to schools to assist them in promoting good behaviour and discipline in general and to enable schools to deal with the behavioural problems of individual pupils.

8.4.1 Identification of children with special educational needs

Under Section 165 of the Education Act 1996, an LEA has a duty to identify pupils who:

- a) have special educational needs and
- b) for whom special educational provision must be made because of any learning difficulty they may have.

The Education Act 1996 requires the LEA formally to assess a child in its area if, in its opinion, the child has, or probably has, special educational needs. A teacher, parent, health visitor or similar person may alert the LEA to a child's special needs and a parent may request a formal assessment. Parents of children under two years of age may request the LEA to make a formal assessment and the LEA may, at its discretion, make special educational provision for such children.

Code of Practice

The Code of Practice on the Identification and Assessment of Special Educational Needs (GB. DFE, 1994a) which came into effect on 1 September 1994, gives practical guidance to LEAs and the governing bodies of all maintained schools on their responsibilities towards pupils with special educational needs. LEAs and schools, together with Health Services and Social Services which help schools and LEAs to provide special education, must have regard to the Code of Practice. The Code, together with the specific provisions of the relevant legislation and the regulations (Education (Special Educational Needs) Regulations 1994) made under it, set a new framework for special education.

The Code of Practice recommends that mainstream schools follow a five-stage pattern of identification and assessment of special educational needs. If the initial expression of concern has not been by the child's parents, the parents should be consulted during the first stage. The first three stages are based in the school, with external specialists called upon to help if necessary at stage three. At stages four and five, the LEAs share responsibility with schools.

- Stage 1:* Class or subject teachers identify or register a child's special educational needs and, consulting the school's special educational needs coordinator (SENCO), take initial action.
- Stage 2:* The school's special educational needs coordinator (see below) takes lead responsibility for gathering information and for coordinating the child's special educational provision, working with the child's teachers. An Individual Education Plan (IEP) is prepared, setting targets for actions and dates for reviewing progress against them.
- Stage 3:* Teachers and the special educational needs coordinator are supported by specialists from outside the school.
- Stage 4:* The LEA considers the need for a statutory assessment and, if appropriate, makes a multidisciplinary assessment.
- Stage 5:* The LEA considers the need for a statement of special educational needs and, if appropriate, makes a statement and arranges to monitor and review provision.

8.4.2 Statements of special educational needs

A 'statement' is a statutory document which details the special educational needs of a child, lists the special educational provision required, names an appropriate school or other arrangements and, if necessary, gives details of the non-educational provision required. The representations, evidence and information taken into consideration by the LEA in compiling the statement must be included within the statement.

Procedures for assessing and statementing pupils

When the LEA has decided that a child should be formally assessed, the authority's first duty, under Section 323 of the Education Act 1996, is to inform the parents of this decision in writing. This formal notification must include the following information:

- the fact that the LEA is proposing to make an assessment of the child's educational needs;
- the procedure which the LEA will follow in making the assessment;
- the name of an officer of the authority from whom further information may be sought by the parent(s);
- the parents' right to make representations and submit written evidence to the LEA, within a period of not less than 29 days from the date on which the notice was issued.

LEAs must seek parental, educational, medical, psychological and Social Services advice. They must also seek any other advice they consider appropriate and, where reasonable, consult those whom the parents have named. They should do so immediately and should ask all concerned to respond within six weeks. The Code of Practice stipulates that deadlines for each stage of statutory assessment must be strictly observed and that, unless circumstances arise which are outside the direct control of the LEAs, the timetable for the whole process should occupy no more than 26 weeks.

The LEA will make a statement of special educational needs when it decides that all the special help a child needs cannot reasonably be provided within the resources normally available to the school. The statement must specify the special educational needs of the child and the educational provision and non-educational provision which the LEA considers appropriate or expedient. In some instances, the LEA may decide not to make a statement of special educational needs and it must notify the parents of this decision. In such a case, a 'note in lieu of a statement' should be drawn up by the LEA, setting out the reasons

for the decision. The parents have a legal right to appeal to the Special Educational Needs Tribunal (see below) if they do not agree with the final statement, or if the LEA decides not to make a statement.

Provision for children with statements

Local education authorities (LEAs) must ensure that the child receives the educational provision specified in the statement of special educational needs. If an LEA cannot meet a child's needs at one of its own maintained schools, it may recommend placing the child in a private school and must, in such cases, meet all expenses. However, the independent school must be approved by the Secretary of State for Education for the admission of children with statements of special educational needs. Alternatively, consent under Section 189(5)(b) of the 1996 Act to the placement of each individual child must be obtained by the LEA. After consulting with the parents, an LEA may determine that a child's special educational needs may be met in provision other than at school, for example by the Health Authority or the Social Services Department. The LEA may arrange for a child with a statement of special educational needs to attend an establishment outside England and Wales.

Under the Children Act 1989, if an LEA provides accommodation for a child for a consecutive period of more than three months, the LEA in whose area the child normally lives is responsible for ensuring the child's welfare and for refunding the costs incurred in ensuring the child's welfare.

Education for a child with special educational needs in a school which is not a special school is subject to two qualifying factors:

- i. First, educating the child in this way must be compatible with:
 - a) his or her receiving the special educational provision which his or her learning difficulty calls for;
 - b) the provision of efficient education for the children with whom s/he will be educated; and
 - c) the efficient use of resources.
- ii. This method must be compatible with the wishes of his or her parents.

Delegated funding

Under local management of schools, LEAs may delegate funding for pupils with statements of special educational needs to ordinary schools or to special units attached to ordinary schools. DES Circular 7/91 recommends that all LEAs do so. The level of delegated funding must

be determined in accordance with specific formula factors, which must also take into consideration the perceived needs of those children in ordinary schools who do not have formal statements but who do require extra support.

Statements for pupils after compulsory schooling

LEAs must maintain statements for young people over the age of 16 if they remain at school, but not if they move on to a further education institution. The LEA may not forward a statement of special educational needs to the institution to which students transfer without permission from students and their parents. For details of the provision for special educational needs in the further and higher education sectors, see Sections 7 and 6 respectively.

Review of statements

Every statement of special educational needs made by the LEA must be reviewed at least once every 12 months from the date on which the original statement was issued, but the school may review the statement more often if considered necessary. The review meeting will normally be held in the school. Parents are invited to attend and to be accompanied by an adviser, friend or 'Named Person'. A Named Person can be a friend, a relative or a member of a voluntary organisation or parent partnership scheme. The child may also attend at least part of the meeting and express a view on progress made in the past year. If, as a result of the review, the LEA, on receipt of a report from the school, wishes to amend or cease to maintain the statement, it must write to the parents informing them of this intention and of their right to make representations concerning it. The LEA must consider their representations and inform them, in writing, of the result of their consideration. It must also inform parents of their right to appeal if they disagree with the LEA's conclusions. The first annual review after the pupil's fourteenth birthday, and any subsequent annual reviews until the child leaves school, should include a Transition Plan (see p. 8-19), which draws together information to plan for the pupil's transition to adult life.

If parents choose to make private arrangements for the education of their child who has a statement of special educational needs, the LEA must ensure that those arrangements are, and continue to be, suitable.

8.4.3 Special Educational Needs Tribunal (SENT)

The Special Educational Needs Tribunal is an independent body, set up by the Education Act 1993 (now incorporated into the Education Act

1996, Sections 333–336) to consider parents' appeals against the decisions of LEAs about a child's special educational needs, in cases where agreement cannot be reached between the LEA and the parents.

The President of the Tribunal is appointed by the Lord Chancellor, who also appoints a 'chairmen's panel', from whom a chairman for each tribunal is drawn. The President and the members of the chairmen's panel must have a legal qualification as a barrister or solicitor and must have held that qualification for at least seven years.

The Secretary of State for Education and Employment (or, in Wales, the Secretary of State for Wales) appoints a 'lay panel', from whom two persons are drawn to complete each tribunal. Members of the lay panel have knowledge and experience of either special educational needs or local government or both. Lay members are selected from around England and Wales because tribunals are held as close to the parents' home as possible.

Information for parents on how to appeal to the Special Educational Needs Tribunal has been published (GB. DFE, 1994d).

8.4.4 Responsibilities of school governors

School governors are responsible for ensuring that a suitable procedure is established in their school for identifying and helping pupils with special educational needs. They must publish information about, and report on, the school's policy on special educational needs; the 'Education (Special Educational Needs) (Information) Regulations 1994' prescribe the information which schools must make available.

The Education Act 1996 holds the governors of all maintained schools responsible for securing the best possible provision for pupils with special educational needs and ensuring that, as far as possible, a pupil with special educational needs in an ordinary school takes part in the normal activities of the school.

The Act requires governors to name a 'responsible person' who must make a child's statement of special educational needs known to all those who are likely to teach him or her. This person may be the headteacher, the chair of governors or another governor. Governors must ensure that the responsible person fulfils his or her obligations and that all teachers in the school are aware of the importance of identifying and providing for pupils with special needs.

The school governing body of a special school which has a delegated budget must discharge the functions of the LEA specified under the Education Act 1996, in particular, the duty to secure specified provision for any children with statements of special educational needs. Requirements for the composition of the governing body of a special school and model Instruments of Government and Articles of Government are given in the Education Act 1996.

Many children without a formal statement of special educational needs do, nevertheless, have special needs. The governors in all maintained schools (and the LEA in the case of nursery schools) have a duty to ensure that provision is made to meet these needs as far as possible.

When schools change their status from LEA-maintained schools to grant-maintained schools (GM schools), they are expected to continue to follow the same admissions policy with respect to children with special educational needs after their change in status. Governors of GM schools, like governors of LEA-maintained schools, must secure the best possible provision for pupils with special educational needs and, to do this, they may seek the assistance of the LEA Educational Psychology Service. The LEA must provide any additional support for the pupil or for the school which is specified in the statement of special educational needs, irrespective of whether the child attends an LEA-maintained school or a self-governing grant-maintained school. This may take the form of a financial grant to the school or the provision of extra staffing or equipment.

With effect from July 1996, Part IV of Chapter 50 of the Disability Discrimination Act 1995 amends the part of the Education Act 1996 relating to information which must be included in each school's annual report. Details must now be made available on the measures a school takes to improve physical access for pupils with disabilities and on the prevention of discrimination against pupils with special needs.

8.4.5. Rights and duties of parents

In accordance with Section 36 of the Education Act 1996 (as amended), all parents of a child aged 5–16 must 'cause him to receive efficient full-time education suitable to his age, ability and aptitude and to any special educational needs he may have, either by regular attendance at school or otherwise'. If they fail to do so, the LEA may seek an attendance order. Part IV of the Education Act 1996 describes the procedure to be followed by the LEA when seeking an attendance order

in the case of a child with a statement of special educational needs. Parents are liable for financial penalties if a child under the age of 16 fails to attend assessment sessions without good reason.

The Education Act 1996 gives parents the right to:

- Be informed of an LEA's decision to assess a child formally. However, parents' consent to the formal assessment is only required when the child is under 2 years old.
- Request that an LEA make a formal assessment of a child without a statement of special educational needs and the LEA is obliged to comply with this request unless, in its judgement, such a request is unreasonable.
- Be present during assessment procedures. Any representations made by, or on behalf of, parents must be taken into account by the LEA as part of the assessment. Parents may include the views of others known to the child in their representation.
- Receive copies of the reports provided in the course of formal assessments.
- Have access to a named officer of the LEA to whom they can turn for help.
- Appeal against the special educational provision specified in the statement.
- Refer the matter to the Special Educational Needs Tribunal if they are not satisfied with the school named by the LEA. However, parents may not choose a school which, in the LEA's judgement, will not meet the child's special educational needs or which will entail an inefficient use of the LEA's resources.
- Appeal against a headteacher's decision to modify or disapply (i.e. exempt the child from) the National Curriculum with respect to their child.

Guidance from the Code of Practice stresses the importance of the involvement of parents from the beginning of assessment proceedings, of reference to the wishes of the parents and of reference also, wherever possible, to the wishes of the child.

Parent's charters for children with special educational needs have been published (GB. DFE, 1994e; GB. WO, 1992).

8.5 Types of institutions for children with special needs

The Education Act 1996 places emphasis on educating children with special educational needs alongside their peers in ordinary schools, where possible. However, a small minority (about two per cent) of children need more help than an ordinary school can provide without additional staff or equipment or adaptation to school buildings. Provision for these children may take various forms:

- attendance at a special school on a part-time, daily or residential basis;
- attendance at special units or classes within mainstream primary or secondary schools;
- attendance at free-standing units;
- integration within an ordinary class, receiving extra help within this setting;
- education in hospitals; or
- home tuition.

Children with special educational needs may occasionally be educated at home. Home tuition is arranged through LEAs and is usually part-time. It is provided for pupils who are unable to attend school for reasons such as long-term illness, injury or emotional and behavioural difficulties. As an extension to this provision, there are home visits programmes, such as the Portage system. In many of these programmes, teachers collaborate with the parents in planning a programme of work at home and, in many cases, assisting the parents to carry out the programme.

Local education authorities (LEAs) in England and Wales have a duty to arrange suitable full-time or part-time education for pupils who are out of school because of illness or exclusion or for other reasons. Schools specially organised to provide education for such pupils are known as pupil referral units.

8.5.1 Special schools

Special schools provide education for children whose special needs cannot be met satisfactorily in a mainstream school. They are generally much smaller than mainstream schools and often have pupils ranging from nursery age to 16+. They usually have a lower pupil:teacher ratio than ordinary schools.

The age range in special schools is generally nursery age to 16+. In the case of schools for pupils with emotional and behavioural difficulties (EBD), primary and secondary age pupils are increasingly catered for in separate institutions (see below).

In January 1996, out of eight million pupils in England, just over one per cent attended special school or pupil referral units.

Legal status of special schools

The Education Act 1944 (Section 9) gave LEAs the power to establish special schools. Before a school is defined as a special school, approval must be obtained from the Secretary of State for Education. The conditions for this approval are set out in the Education (Special Schools) Regulations 1994. Special schools may be LEA-maintained schools, grant-maintained schools (GM schools), non-maintained schools (provided by voluntary bodies) or independent schools. The Education (Grant-Maintained Special Schools) Regulations 1994 made provision for LEA-maintained special schools to become grant-maintained (GM) special schools.

Independent special schools must comply with the Education (Special Educational Needs) (Approval of Independent Schools) Regulations 1994, to secure the approval of the Secretary of State as suitable for the placement by local education authorities of children with statements of special educational needs or the Secretary of State must have given consent under Section 347 of the Education Act 1996 to the child being educated at the school. These independent schools are required to meet similar standards in respect of premises, qualified staff, education and care to those in maintained and non-maintained special schools. Guidance is given in DFE Circular 3/94.

Types of special school

Special schools may be day schools or residential schools. Special schools cater for pupils with a wide variety of special needs and they include schools for blind pupils, for pupils with speech and language impairment, for pupils with moderate, severe or specific learning difficulties, and for pupils with hearing impairment.

There are also special schools for pupils with emotional and behavioural difficulties (EBD). Wherever possible, separate primary and secondary special schools for these EBD children are made available, since all-age schools, tending to have a higher proportion of older pupils, can be disadvantageous for the younger pupils. Where possible, children

below the age of eight years who have EBD should be educated within the ordinary school setting. DFE Circular 9/94 provides guidance about the nature of educational provision which LEAs should make to meet the needs of pupils with EBD in special schools.

Hospital schools are special schools, within the premises of a hospital, which are maintained by LEAs to provide education for children who reside as patients.

The school policy of a special school must set out basic information about the school's special educational provision, information about the policy for assessment and provision for all pupils with special educational needs and information about the school's staffing policies and partnership with bodies beyond the school, such as voluntary organisations who work on behalf of children with special educational needs.

A directory of schools and support services, LEAs, Schools Psychological Services and organisations offering further help is available (School Government Publishing Company, 1997).

8.6 Consultation with mainstream education

Wherever possible, a pupil with special educational needs is integrated alongside his or her peers in a mainstream school. LEAs have been under a general duty to promote the integration of children with special educational needs since the Education Act 1981 became law. Section 160 of the Education Act 1993 also ensures that, subject to parents' wishes, authorities have a qualified duty to integrate a child with special needs into a mainstream school.

Statements of special educational needs must be reviewed annually and any necessary amendments made to reflect new needs or needs which are no longer present. A pupil may, as a result of the review, change schools either at the point of transfer between school phases, such as from primary to secondary, or when a child's needs would more appropriately be met in a different school, for example by integration in the mainstream.

A mainstream school's policy must set out any arrangements whereby the school draws upon the staff and resources of support services and other schools, including special schools, to help the mainstream

school's provision for pupils with special needs. Similarly, the policy should explain any arrangements which the school makes for integrating, on a part-time basis or otherwise, special schools' pupils into the mainstream.

A school's policy should also cover arrangements for supporting the transition of pupils between schools or between school and further education or higher education or adult life.

8.7 Curriculum, subjects, number of hours

The Education Act 1996 requires all maintained schools, including special schools, to follow the National Curriculum. It is intended to provide a balanced, broadly based and relevant curriculum which promotes the spiritual, moral, cultural, mental and physical development of all pupils. Wherever possible, children with special educational needs must follow the National Curriculum. However, the Act allows modification of the National Curriculum or exemption from the National Curriculum for an individual child who has been stated (has a statement of special educational needs). The headteacher of a maintained school may make temporary exemptions from the National Curriculum, for individual pupils, for a period of up to six months (DES Circular 15/89). A headteacher may modify or suspend the National Curriculum for a pupil who is being assessed for a statement of special educational needs. Section 3 of a statement must specify any modifications of the National Curriculum which are considered suitable for an individual child in terms of programmes of study, attainment targets and testing arrangements and indicate what should replace the exempted programme. If parents disagree with the headteacher's arrangements, they may make their views known and, if necessary, appeal to the governors.

The Secretary of State for Education may modify or disapply parts of the National Curriculum and related assessment arrangements in specified general cases or circumstances.

It is recommended that the National Curriculum is followed in maintained hospital schools, non-maintained special schools and independent schools. However, this is not compulsory.

The amount of time spent teaching each subject is not prescribed. Each teacher is responsible for planning the lessons and drawing up schemes of work to ensure that the curriculum meets the statutory requirements.

8.8 Teaching methods

Teaching methods and learning materials are decided by the class teacher in consultation with subject coordinators in primary schools and heads of department or faculty in secondary schools. Every school must formulate and publish a special educational needs policy and must name the member of staff responsible for coordinating the day-to-day provision of education for pupils with special educational needs at the school. Part of this member of staff's duties is to offer advice and guidance to other teaching staff. Most mainstream secondary schools appoint one or more teachers with specific expertise in the identification and teaching of children with special educational needs. Large secondary-level schools usually have a separate special needs department. Children may be withdrawn from the mainstream class for remedial classes, or a teacher may sit beside children with special educational needs in ordinary classes and help them, either individually or as members of a small group. The special educational needs specialist may work with groups of teachers to develop curriculum materials or teaching techniques.

Under Section 317 of the Education Act 1996, governing bodies of maintained schools which are mainstream schools must ensure that any pupil with special educational needs joins in the activities of the school, together with pupils who do not have special educational needs, so far as that is reasonably practical. Such action must be compatible with all pupils receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Information technology (IT) is being used increasingly to open up the curriculum for a whole range of learners who would otherwise be excluded, such as those pupils with sensory or motor difficulties. The special needs team at the National Council for Educational Technology (NCET) provides a national focus for this work

8.9 Pupil assessment

Assessment of pupils in special schools follows the same procedure as in mainstream schools. Unless a pupil's statement of special educational needs provides for the disapplication or modification of the statutory assessment arrangements, or the pupil's headteacher directs temporary exemption of a pupil from some or all aspects of the National Curriculum, pupils with special educational needs participate in the statutory assessment of pupils at the end of each

key stage (see Sections 4 and 5). If a pupil's statement of special educational needs modifies the statutory assessment arrangements, the provisions within the statement should be followed in respect to the statutory tests and tasks.

The School Curriculum and Assessment Authority (see p. 1-9) has recently been investigating ways to monitor small steps of achievement within specific levels of attainment for children with special educational needs.

The Code of Practice requests that all schools should keep a register of all children with special educational needs. They should also record the steps taken to meet the needs of individual pupils.

8.10 Promotion, educational guidance

In mainstream schools, pupils with special educational needs are generally placed in classes according to their age. At the end of each school year they normally progress to the next class. Exceptionally, the parents and the school may decide that a child would benefit educationally from an extra year in a particular class. In special schools, practice varies considerably. Promotion depends not only on pupils' progress but also on the nature of the pupils' particular needs.

8.11 Certification

The same examinations and certification are available for pupils with special educational needs as for mainstream pupils (see Section 5). Special arrangements are made by all examining groups for pupils whose statement of special educational need provides for the modification of statutory assessment (see above).

A review of qualifications has recently taken place and ensuing recommendations include the establishment of a new four-level framework of 'National Awards' which embraces existing academic and vocational qualifications. The Entry Level Award should foster the development of the three key skills of communication, the application of number and information technology and is aimed particularly at students who have learning difficulties. One of the examining boards, the Welsh Joint Education Committee, offers the Certificate of Educational Achievement — an examination for low-achieving students (see p. 5-10).

8.12 Opportunities for pupils completing compulsory education

The first annual review after the child's fourteenth birthday, and any subsequent annual reviews until the child leaves school, should include a Transition Plan, which will draw together information to plan for the child's transition to adult life. LEAs must ensure that other providers, such as Social Service Departments, are invited to the review so that any parallel assessment under the Disabled Persons Act 1986 and other legislation can contribute to the review process. LEAs should also consult child health services and any other professionals, such as educational psychologists, therapists or occupational psychologists. The Careers Service should also be represented at the meeting. LEAs should ensure that, where a young person has a statement of special educational needs, a copy of the statement, with a copy of the most recent annual review (together with any advice or information appended to it, including, the Transition Plan), should, where applicable and with the permission of the student, be passed to the Social Services Department and the college or other establishment that the young person will be attending. FEFC Circular 94/03 contains advice on the Council's arrangements for funding placements for students with learning difficulties and disabilities. It is the responsibility of the Further Education Funding Councils to ensure that an assessment is made when a young person enters further education; in practice the LEA often conducts the assessment on the FEFC's behalf.

Many students with special educational needs go on to further and higher education and attend ordinary courses at colleges and universities, with the help of special equipment or support. Some colleges organise special courses or have special units for these students. SKILL, the National Bureau for Students with Disabilities, is a nation-wide organisation working with and for students with disabilities. See p. 6-11 for information on special needs in higher education and p. 7-12 for further education.

The Further Education Funding Council for England (FEFC) has recently published a report (FEFC, 1996a) on existing provision for students with learning difficulties and/or disabilities. The report makes recommendations for improvements to this provision.

8.13 Teachers and other staff, specific training

Staffing for special schools consists of teachers, 'Special Support Assistants' (SSAs) and, where appropriate, care staff and support staff. DES Circular 11/90 contains advice and guidance on staffing levels for special schools.

The headteacher, and any deputy headteacher, of a special school is expected to undertake some teaching duties. Details of the recommended allocation of teacher time per pupil are contained in the above Circular.

8.13.1 Teaching staff

When a child with a statement of special educational needs is placed in an ordinary school, extra support or provision is required, which may include a 'Special Support Assistant' (SSA). DES Circular 11/90 gives a model for staffing which assesses staff time per pupil in terms of teacher and special support assistants at primary and at secondary school age, taking account of the particular learning difficulties of the child. It is based on observation of educational practice.

In all mainstream schools, a Special Educational Needs Coordinator (SENCO) should be responsible for:

- the day-to-day operation of the school's special educational needs policy;
- liaising with and advising fellow teachers;
- coordinating provision for children with special educational needs;
- maintaining the school's special educational needs register and overseeing the records on all pupils with special educational needs;
- liaising with parents of children with special educational needs;
- contributing to the continuing professional development of teaching staff;
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.

In a small school, one person may take on this role, possibly the head or deputy. In larger schools, there may be a special educational needs coordinating or learning support team.

Section VI and Annex C of DES Circular 11/90 offer guidance on residential child care staff in special schools. There should be a qualified person who is head of care and who is designated as such; the head of care should not be the headteacher of the school.

Initial teacher training

Postgraduate Certificate of Education (PGCE) and Bachelor of Education (BEd) courses are required to provide student teachers with basic knowledge and skills in the field of special educational needs. DFE Circular 14/93 states that newly qualified teachers should have acquired, in initial training, the necessary foundation to develop the ability to recognise diversity of talent, including that of gifted pupils, and the ability to identify and provide for special educational needs and specific learning difficulties. All teachers of hearing-impaired pupils and of visually impaired pupils must hold a relevant, additional, approved qualification, which should be obtained within three years of taking up an appointment.

The Special Educational Needs Training Consortium (SENTC) comprises representatives from a wide range of organisations and agencies with interests in the provision of appropriate training and support for teachers working in this field. A recent report (SENTC, 1996) will form part of an overall strategy for improvements in teaching standards being introduced by the Teacher Training Agency.

Continuing professional development

Continuing professional development (CPD) in special educational needs is provided at a variety of levels, including BEd, MEd, research degrees and the Diploma in Special Education. The Grants for Education Support and Training (GEST) programme allows LEAs to bid for funding for designated areas of training. The 1995–96 programme included funding to support CPD of teachers for special schools or classes and teachers with responsibility for special educational needs in mainstream schools.

8.13.2 Non-teaching staff

'Special Needs Assistants' (SNAs) provide the extra help which is often needed to make it possible for children with special educational needs to be educated within mainstream schools. SNAs do not need to have Qualified Teacher Status (QTS), although some are experienced teachers. Continuing professional development is provided and a City & Guilds qualification—Certificate in Learning Support—is available.

8.
SPECIAL
EDUCATIONAL
NEEDS

Section 9:

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9. TEACHERS AND EDUCATION STAFF

9.1 Initial training of teachers

The initial training which teachers undertake varies according to the sector in which they are intending to teach. Arrangements for the initial training of schoolteachers differ from those made for teachers in further education and higher education.

9.1.1 Pre-school, primary and secondary school

Teachers employed in maintained schools must have Qualified Teacher Status (QTS) or be otherwise licensed or authorised to teach by the Secretary of State for Education and Employment, the Secretary of State for Wales or by the Teacher Training Agency. Teachers of pupils with hearing or visual impairments must, in addition, have a recognised specialist qualification.

Historical overview

Initial teacher training (ITT) for schoolteachers was traditionally provided by higher education institutions (HEIs) and students undertook block periods of school-based experience known as teaching practice. After 1983, all newly qualified teachers trained enjoyed graduate status. This situation remains, except for those relatively few teachers who are trained according to the Licensed Teacher Scheme (see below) and who do not already have a first degree.

The initial training of schoolteachers has undergone reform according to the following principles:

- there should be a variety of high quality routes to Qualified Teacher Status (QTS), reflecting the different backgrounds and qualifications of candidates and responding to the increasingly diverse needs of schools;
- schools should play a much larger and more influential part in initial teacher training, in partnership, where appropriate, with HEIs;
- accreditation criteria for institutions providing ITT should require HEIs, schools and students to focus on the competences of teaching, that is, on the subject knowledge and skills required by newly qualified teachers, which equip them to teach effectively and are the foundation of further professional development; and

- institutions, rather than courses, should be accredited for ITT.

The trend towards placing students in schools for greater proportions of their training has resulted in a sharing of responsibility for ITT between the HEIs and the schools, so that courses are now provided either by partnerships of HEIs and schools or, in a limited number of cases, by groups of schools, consulting HEI and other agencies as required (see SCITT below).

Specific legislative framework of initial teacher training

The employment and qualifications of teachers are subject to the Education (Teachers) Regulations 1993, which came into force on 1 April 1993. In accordance with Section 218(9) of the Education Reform Act 1988, courses for initial training which lead to Qualified Teacher Status (QTS) must satisfy the criteria laid down by the Secretary of State for Education and Employment (in England) and the Secretary of State for Wales (in Wales). These criteria specify the content of training in broad terms and lay down minimum requirements for school-based experience during the period of training. An institution cannot provide ITT courses leading to QTS unless it is accredited as meeting these criteria. DFE Circular 9/92 outlines the regulations for the training of secondary schoolteachers. DFE Circular 14/93 outlines regulations for training courses for primary schoolteachers. New criteria have recently been announced for all ITT courses and will come into force in September 1998.

Teacher supply is managed so as to avoid excessive surpluses and shortages. This is achieved by providing a range of routes to Qualified Teacher Status (see below), by special initiatives to encourage qualified teachers to return to teaching and by special funding provisions to attract teachers in subject areas where there is a shortage. Under the Priority Subject Recruitment Scheme, which began in September 1996, teacher training institutions may bid for funds to run schemes to attract good quality candidates to secondary courses in priority subjects for the 1996/7 academic year. The shortage subjects which attract bonus payments under the Scheme are: science (physics, chemistry, biology), mathematics, design and technology, information technology, modern foreign languages, religious education and Welsh.

Decision-making bodies in initial teacher training

The Secretary of State for Education and Employment and the Secretary of State for Wales are responsible (under Section 11a of the Education Act 1994) for ensuring that there are sufficient facilities for training teachers for service in maintained schools in England and Wales respectively.

The responsibility for forward planning rests with DfEE and the Welsh Office. Planning is based on the number and type of teachers needed and assumptions of likely trends. The DfEE Teachers' Directorate and the Welsh Office develop the policy assumptions on which statistical models are constructed by the DfEE Analytical Services Directorate and the Welsh Office. Assumptions include future pupil:teacher ratios, wastage rates and re-entry rates to the profession. Separate initial teacher training (ITT) intake targets are given for England and for Wales. The Teacher Training Agency (TTA) and the Higher Education Funding Council for Wales use the ITT intake targets provided by the DfEE or the Welsh Office as the basis for funding and allocation decisions.

The Education Act 1994 established the Teacher Training Agency (TTA) and defines its functions with respect to England (see below). The TTA does not exercise any of these functions in relation to Wales, where they have already been vested in another body (see below). Remaining functions may be exercised in Wales only at the specific request of the Secretary of State for Wales. Where the TTA exercises functions in Wales, it does so in accordance with a programme of work approved by the Secretary of State for Wales. The Higher Education Funding Council for Wales (see p. 2-8), established by the Further and Higher Education Act 1992, carries out the functions with respect to teacher training in Wales. The functions of the TTA are:

- to inform and advise the Secretary of State for Education and Employment or the Secretary of State for Wales;
- to fund the provision of teacher training, subject to any general directions which the Secretary of State might make by Order;
- to provide information and advice on teaching as a career;
- to designate institutions, which satisfy the criteria specified by the Secretary of State, as accredited providers of courses of initial teacher training;
- to arrange, as they deem appropriate, for the conduct of studies designed to improve the economy, efficiency or effectiveness in the management or operations of an institution; and
- to carry out or commission, as they deem appropriate, research, with a view to improving the training of teachers or the standards of teaching.

The members of the TTA are appointed by the Secretary of State for Education and Employment.

Institutions responsible for providing initial teacher training

Higher education institutions (HEIs) and schools in both the maintained and independent sectors act as partners in the groups responsible for providing initial teacher training. They have joint responsibility for course planning and management and for the selection, training and assessment of students, although the balance of responsibility varies. Institutions whose initial teacher training provision satisfies the criteria of the Secretaries of State as set out in DFE Circular 9/92 and DFE Circular 14/93 are accredited by the Teacher Training Agency and the Higher Education Funding Council for Wales respectively to offer programmes which lead to the award of Qualified Teacher Status.

Admission requirements

Access to all initial teacher training courses is restricted and subject to a preliminary selection process, including an interview, to determine the applicant's suitability for teaching as a career. Admission is also subject to medical fitness to teach. Since 1989, it has been a requirement that experienced practising teachers be involved in the selection process.

All prospective teachers must be able to demonstrate that they have attained the standard required to achieve a Grade C in the General Certificate of Secondary Education examination in English language, mathematics, and for primary courses (from 1998), science. Applicants for training according to concurrent training schemes must normally satisfy the criteria for university entrance. Applicants for consecutive training schemes must hold a recognised university degree or the recognised equivalent. Applicants to the Licensed Teacher Scheme (see below) must be over 24 years of age and have successfully completed at least two years of relevant higher education, although many have obtained a first degree.

Teachers who qualified outside the European Union and who wish to take part in the Overseas Trained Teacher Scheme to obtain Qualified Teacher Status (QTS) must have a recognised degree, a teaching qualification and at least one year's teaching experience (see below). There is no age restriction on teachers applying to this scheme.

Curriculum, duration of initial training

The content of training and the minimum period of practical and teaching experience in schools are specified in broad terms by the Government. The detailed organisation of training courses is decided by the individual institution, subject to the approval of the Teacher Training Agency or the Higher Education Funding Council for Wales.

The competencies of primary schoolteachers in terms of curriculum content, planning and assessment; teaching strategies; and preparation for further professional development are specified in DFE Circular 14/93. The competencies of secondary schoolteachers in terms of subject knowledge and subject application, class management, assessment and recording of pupils' progress, and further professional development are specified in DFE Circular 9/92.

Initial teacher training institutions in Wales must offer training in Welsh as a second language as an integral part of their courses of primary teacher training. Students who successfully complete this component are awarded a certificate of competence to teach Welsh in primary schools.

All courses for intending primary teachers must include training in the teaching of all National Curriculum subjects and at least 150 hours of directed time (in higher education institutions or in schools) to the teaching of each of the core subjects, that is, English language, mathematics and science. Of this time, at least 50 hours must be devoted to the teaching of reading and 50 hours to the teaching of arithmetic. Where training is provided through the medium of the Welsh language, the time spent on Welsh and English together must amount to not less than 200 hours. All courses must include significant periods of practical experience in schools (see below).

The Secretary of State has asked the Teacher Training Agency to develop a National Curriculum for Initial Teacher Training for English, mathematics and science as part of new, clearer standards which all students will have to meet before they can be awarded QTS. The proposed National Teacher Training Curriculum (NTTC) should specify the essential core of what must be taught to trainee teachers in relation to:

- their own knowledge of the subject;
- what their pupils should be taught;
- effective teaching and assessment methods, and how and when to use them; and
- the standards of achievement they should expect of their pupils.

It is intended that the NTTC for primary English and mathematics should be implemented with effect from September 1997, and that for primary science, and for secondary English, mathematics and science from September 1998.

The Special Educational Needs Training Consortium stresses that all newly qualified teachers should be aware of:

- the Special Educational Needs Code of Practice;
- the basic learning process;
- learning difficulties and how they might arise;
- the assessment of learning difficulties;
- how they might begin to meet the needs of pupils through varied teaching strategies and differentiation; and
- the level of support which is available.

Models of training

There are six models of training which lead to Qualified Teacher Status (QTS). The two traditional routes to QTS are: the concurrent model, leading to an education degree and the consecutive model, leading to the Postgraduate Certificate of Education (PGCE). The Licensed Teacher scheme was introduced in 1989 and the Overseas Trained Teacher scheme for teachers who qualified outside the European Union was introduced in 1991. In 1993, two further models were introduced: the PGCE by distance learning and School-Centred Initial Teacher Training (SCITT).

The Articled Teacher scheme, introduced in 1990 for graduates without teaching qualifications, no longer exists.

Concurrent models of initial teacher training

- a) The concurrent education degree normally involves four years of full-time higher education and teacher training, leading to an education degree. The qualifications awarded on successful completion of the course include the Bachelor of Education (BEd) and the Bachelor of Arts in Education BA(Ed), although other names may be used. The course includes curriculum, pedagogical and educational studies; university-level study of one or more main subjects; and the application of the students' main subject(s) in primary or secondary schools, as appropriate. Two-year concurrent degree courses are available for mature students who have already completed at least one year of relevant higher education.

An alternative three-year course has been devised for primary teachers, which focuses greater attention on the teaching of English language, mathematics, science and three other National Curriculum subjects to pupils in the first two key stages (ages 5–11). In Wales, Welsh as a second language should be provided as one of the subject options.

- b) The Licensed Teacher scheme was introduced in 1989 as an in-service, employer-led training scheme leading to Qualified Teacher Status (QTS). Responsibility for its administration lies with the Teacher Training Agency (in England) and with the Welsh Office (in Wales). The content of training is tailored by the employer to the individual's needs. A licence to teach is initially issued for a period of two years and QTS is normally awarded at the end of this period. However, in certain circumstances, it is possible for candidates to be awarded QTS within a shorter time. After the teacher has successfully completed this period of employment and training, the employer is responsible for applying to the DfEE (in England) or to the Welsh Office (in Wales) for the teacher to be granted QTS. Teachers qualifying by the Licensed Teacher route who have not previously obtained a degree, may obtain graduate status through further approved studies. A similar scheme, known as the Registered Teacher scheme, exists to enable unqualified teachers employed in city technology colleges to achieve QTS.
- c) Those who have qualified as teachers outside the European Union may be appointed to a school as an Overseas Trained Teacher. The content of the training is tailored to the individual teacher's needs and has a duration of up to two years, but generally lasts one to two terms. After the teacher has successfully completed this period of employment and training, the employer is responsible for applying to the DfEE (in England) or to the Welsh Office (in Wales) for the teacher to be granted QTS.

Consecutive models of initial teacher training

- a) The consecutive training model involves three or four years of study leading to a first degree, followed by one year (38 weeks) of professional training leading to the Postgraduate Certificate of Education (PGCE). The PGCE focuses on curriculum (the National Curriculum or specialised subjects), pedagogical and educational studies, practical teaching skills and the application of the students' degree subjects to school teaching.
- b) In 1993, a new scheme of School-Centred Initial Teacher Training (SCITT) was introduced for those who hold a recognised university degree or equivalent. Section 12 of the Education Act 1994 empowers groups of schools which have been accredited by the Teacher Training Agency to provide courses of initial teacher training, alone or in partnership with other institutions.
- c) In 1994, the Open University (OU) launched postgraduate courses of initial teacher training by distance learning. In common with other courses leading to QTS, they must meet the Secretary of

State's criteria, including those for practical experience in schools. At present, OU courses are available to prepare students to teach mathematics, science, technology, French, English and history in secondary schools, or to teach primary-aged children. The courses normally require 18 months' study and lead to the award of the Postgraduate Certificate of Education (PGCE). The first cohort of students qualified in July 1995. There are now also other providers of ITT by distance learning.

Teaching methods

The concurrent degree is generally organised in an integrated pattern, comprising a mixture of higher education subject studies, theoretical classes and practical teaching activities throughout the period of study. Four-year concurrent courses for intending primary and secondary teachers must include at least 32 weeks' practical and teaching experience in schools. Three-year concurrent courses for intending primary teachers must include at least 24 weeks' practical and teaching experience in schools. Two-year concurrent courses must include at least 18 weeks (for intending primary teachers) or 24 weeks (for intending secondary teachers) of practical and teaching experience in schools.

As the name suggests, consecutive courses follow on from intensive degree-level study of one or more main subjects. They therefore focus on the application of this/these subject(s) to classroom teaching and on pedagogical and educational studies. Consecutive courses for future primary teachers must include at least 18 weeks' practical and teaching experience in schools and, for future secondary teachers, at least 24 weeks' practical and teaching experience in school.

Current regulations require those preparing for the PGCE by distance learning to spend a minimum of 24 weeks (secondary) or 18 weeks (primary) in schools. In addition, there is a further three weeks' involvement with parents' evenings and other school activities.

Evaluation and certification

Students are currently supervised and assessed by tutors from the higher education institutions. Assessment may include examinations and continuous assessment during the course. Teachers in schools where students undertake practical experience have a responsibility for assessing the students' competence to teach their specialist subject, to assess pupils and to manage classes.

DFE Circular 14/93 (Section 1.2 of Annex A) states that:

No degree or other qualification leading to Qualified Teacher Status (QTS) should be awarded unless the student has demonstrated in the classroom:

- *the ability to teach effectively and to secure effective learning;*
- *the ability to maintain discipline and manage pupil behaviour.*

Annex A, 3.4.1. of DFE Circular 9/92 embodies a similar criterion relating to secondary initial teacher training.

A student who satisfies these and any other specified criteria may be awarded QTS and, in appropriate cases, a Bachelor of Education (BEd) degree or a Postgraduate Certificate of Education (PGCE), according to the course of training.

The qualification awarded on successful completion of the four-year concurrent degree is most usually known as the BEd but may have other names, such as the Bachelor of Arts (BA) (Education) or Bachelor of Science (BSc (QTS)). Graduates of the shortened concurrent degree course are usually awarded the BEd degree.

The Postgraduate Certificate of Education (PGCE) is awarded to those who have successfully completed:

- a one-year full-time or a two-year part-time course of postgraduate initial teacher training;
- a School-Centred Initial Teacher Training (SCITT) course (see above), if it is validated by a university for the award of a PGCE.

Qualified Teacher Status qualifies the individual to seek employment as a teacher and may be awarded by the Secretary of State, independently of any academic qualification, to those who demonstrate the necessary competences following a course of training as:

- a Licensed Teacher;
- a teacher, who has already obtained a recognised teaching qualification outside the European Union and who has satisfactorily completed training under the Overseas Trained Teacher scheme; or
- a student on an accredited course of SCITT which does not culminate in the award of a PGCE, but which is approved by the Teacher Training Agency for the award of QTS.

Teachers who have obtained teaching qualifications in another Member State of the European Union may apply to the Department for Education and Employment to have their qualifications recognised in accordance with Directive 48/89/EC.

9.1.2 Further education

Teachers in Further Education Funding Council (FEFC) sector institutions or in adult education centres are subject to separate regulations from those which apply to schoolteachers. There is no statutory requirement for them to have QTS, but it is estimated that 65 per cent of full-time teachers in this sector do have QTS. Those who do not, are encouraged to undertake specialist training for further education teachers.

Training courses specifically for teachers of further education do not grant QTS. A teacher in further or adult education who subsequently wants to teach in schools must obtain QTS, but would be eligible for the Licensed Teacher scheme (see above), subject to satisfying the entry criteria.

Historical overview

Further education institutions traditionally concentrated on providing vocational education, and teachers (usually called lecturers) were normally drawn from business and industry to pass on their skills to the next generation of young people. Many teachers of vocational subjects still start teaching on a part-time basis while employed in industry or commerce and they have an average of ten years' experience in their profession before starting to teach. However, further education institutions increasingly provide academic courses in addition to vocational courses. Whilst there is no legal obligation for any teacher in further education institutions to have QTS, many teachers of academic subjects have previously been employed in schools and therefore hold QTS. Prior to the implementation of the Further and Higher Education Act 1992, teachers employed in sixth-form colleges were also subject to Schools Regulations and were therefore required to have QTS.

Specific legislative framework

There is no legal obligation for teachers in further education to undertake initial training. However, the Education (Teachers) Regulations 1993 state that 'the staff or teachers employed at a further education institution shall have qualifications appropriate to the giving of adequate instruction in the subjects in which courses are provided'. The Regulations also specify the requirements in terms of health standards and good conduct.

Decision-making bodies in initial training for teachers in further education

There is no single body responsible for the initial training of intending teachers in further education and adult education. As autonomous institutions, universities are responsible for validating their own courses and therefore qualifications such as the Postgraduate Certificate of Education (FE) are validated by the university which makes the award.

The City and Guilds of London Institute awards the Further and Adult Education Teachers' Certificate. This qualification is being integrated into the national framework of National Vocational Qualifications at Levels 3 and 4, and an education Lead Body is being established to formalise the training.

Institutions responsible for providing initial teacher training

There are numerous higher and further education institutions which offer specialist courses for intending teachers in further education, adult education or community education.

Admission requirements

All intending teachers in further education and adult education are required to attend an interview to assess their suitability for teaching and to satisfy the medical requirements. Additional requirements are related to each course. For example:

- a) Applicants for courses leading to the Postgraduate Certificate of Education (FE) must normally have a degree or equivalent in their specialist subject and approved work experience relating to their specialisation in industry, trade, business or the community.
- b) The City and Guilds Further and Adult Education Teachers' Certificate attracts an immense range of applicants, including intending and practising teachers in FE and adult education and driving instructors. Applicants must normally have a level of general education and a command of English which are sufficient for the successful completion of the course; and have qualifications and approved work experience relating to their specialisation in industry, trade, business or the community

Curriculum and duration of training

The most common qualifications are the Postgraduate Certificate of Education (FE) and the Further and Adult Education Teachers' Certificate. The curriculum and duration of courses vary according to the qualification and specialisation concerned. The following are given as examples:

a) **The Postgraduate Certificate of Education (FE)**

This qualification may be obtained after successfully completing one year of full-time study of educational principles and their application to the teaching of specialist subjects. All students spend 11 weeks teaching their subject in colleges. The courses are intended to develop teaching abilities by fostering practical skills and providing the necessary theoretical framework. Serving teachers may be admitted to in-service courses or day-release courses.

b) **The Further and Adult Education Teachers' Certificate**

Courses leading to this qualification are offered on a part-time basis in daytime or evening classes, to meet the needs of students, and normally involve 170 hours of contact time, including practical teaching. This training may be spread over one or two years. Teachers who are already employed may carry out their practical teaching with their normal classes. Colleges provide practical teaching opportunities for those who are not employed as teachers.

Teaching methods

Training involves both theoretical and practical elements. Courses may be offered on a full-time, part-time or day-release course basis. Practical teaching experience is an essential element in the course.

Assessment and certification

The assessment of students' performance for these qualifications is, like other teaching qualifications, increasingly based on demonstrated competences, and the practical teaching component is a particularly important part of the assessment. The principal qualifications which are awarded are:

a) The Postgraduate Certificate of Education (FE).

b) The City and Guilds Further and Adult Education Teachers' Certificate.

Students' competence is assessed throughout their course. This certificate may entitle the holder to remission from part of the course leading to other relevant qualifications.

9.1.3 Higher education

Qualified Teacher Status (QTS) is not a requirement for a post in a higher education institution (HEI), except for teacher-trainers, who must have QTS and considerable recent teaching experience in schools.

A teacher in higher education who subsequently wants to teach in schools must obtain QTS, but would be eligible for the Licensed Teacher scheme (see above) subject to satisfying the entry criteria.

As HEIs are autonomous corporations, each determines its own requirements concerning staff and, currently, there is no specific legislation in this area.

Increasingly, universities are providing training for their teaching staff, especially those who are new to the profession. However, the admission requirements, curriculum content and method, and evaluation and certification of any professional development offered to teaching staff in higher education institutions vary from one institution to another. The Staff and Educational Development Association (SEDA) has devised a scheme which aims to ensure a common and appropriate standard of training for higher education lecturers which will enable them to:

- design a teaching programme from a course outline or syllabus;
- use a wide and appropriate range of teaching methods to work with small or large groups or one-to-one;
- provide support to students on academic and pastoral matters;
- use a wide range of assessment techniques and enable students to monitor their own progress;
- use a range of self-, peer- and student-monitoring and evaluation techniques;
- perform effectively the teaching support and administrative tasks involved in teaching in the department;
- develop personal and professional coping strategies; and
- reflect on personal and professional practice and development, assess future needs and plan for continuing professional development.

Universities can submit their training programmes to SEDA for approval. So far, 23 have successfully done so and 20 further universities are going through the process.

9.2 Conditions of service for teachers

The conditions of service for teachers vary according to the sector (schools, further education or higher education) in which they teach. Part-time teachers and teachers on fixed-term contracts are treated in the same way as comparable full-time staff.

9.2.1 Pre-school, primary and secondary education

The employment of all teachers in maintained schools and those appointed since 1 September 1989 to teach in maintained nursery schools for pupils aged under five years is subject to the Education (Teachers) Regulations 1993 and the latest edition of the *Schoolteachers' Pay and Conditions Document* (GB. DfEE, 1996b), which is issued annually by the Department for Education and Employment and applies equally to teachers in England and in Wales.

Decision-making bodies in educational employment

The Secretary of State for Education and Employment is responsible, under the Schoolteachers' Pay and Conditions Act 1991, for determining teachers' pay and conditions of service. The Secretary of State is required to seek advice on these matters from the Schoolteachers' Review Body (STRB). The Local Government Management Board represents the views of management in local government wage-negotiating organisations, including the National Employers' Organisation for Schoolteachers. The associations which represent schoolteachers' interests are:

- Association of Teachers and Lecturers (ATL)
- National Association of Head Teachers (NAHT)
- National Association of Schoolmasters/Union of Women Teachers (NASUWT)
- National Association of Teachers for Wales (UCAC)
- National Union of Teachers (NUT)
- Professional Association of Teachers (PAT)
- Secondary Heads' Association (SHA).

LEAs determine the budget of LEA-maintained schools, which includes staff salary costs, according to the number and age of pupils enrolled at each school. Teachers are formally employees of the LEA in county schools, voluntary-controlled schools and special agreement schools but the school governing body is the employer in the case of voluntary-aided schools.

In England, the Funding Agency for Schools is responsible for assessing and administering the grants payable to grant-maintained schools (GM schools), which include salary costs. In Wales, these responsibilities are undertaken by the Welsh Office. Teachers in GM schools are employed by the school governors, who are responsible for all aspects of the school's management.

Access to the profession, appointment

The school governors are responsible for securing a sufficient number of teachers with appropriate qualifications to deliver the National Curriculum, in accordance with the Education (Teachers) Regulations 1993. If the school budget allows, governors may appoint additional teachers, for example, to provide pastoral and vocational guidance or to replace teachers who attend in-service education and training.

All teachers who teach in maintained schools, wholly or mainly for those of compulsory school age (5-16 years), and those appointed since 1 September 1989 to teach in nursery schools (age under five years) are required to have Qualified Teacher Status (QTS). QTS is not essential for teaching in independent schools. A person who does not have QTS may teach in schools only as part of a period of training as a Licensed Teacher, as an Overseas Trained Teacher or in the capacity of an 'instructor', provided that a suitable qualified teacher is not available. Instructors are most commonly employed for short periods only, often for teaching technical subjects, or to teach the playing of musical instruments. An instructor's contract of employment is issued by the LEA, in the case of a voluntary-aided school, or by the governing body in the case of a grant-maintained school. Unqualified teachers who were employed in maintained nursery schools as assistant teachers before 1 September 1989 can remain employed in this capacity.

The Education (Teachers) (Amendment) (No 3) Regulations 1996 allow for the employment of individuals with a teaching qualification recognised by the competent overseas authority. Such employment cannot exceed four months in any one teaching post at a school and cannot extend beyond two years from the date of first employment as a teacher in this country.

Irrespective of the training route followed, there is a single category of qualified teachers, comprising those who have QTS. Although qualified teachers may teach in any sector, they generally teach pupils within the age range for which they have specialised. All newly trained teachers, except those who trained under the Licensed Teacher scheme, must have a degree or equivalent.

QTS qualifies teachers to apply for appointment to individual schools but does not guarantee them employment. Teaching vacancies are publicly advertised, and applications are submitted to the school governing body or the headteacher of the school. Applicants must demonstrate evidence of:

- QTS, appropriate to the subject to be taught, obtained in one of the Member States of the European Union (other teachers must secure recognition by the Department for Education and Employment);
- a good knowledge of English;
- experience other than teaching, if relevant to the subject to be taught;
- good character;
- physical fitness for teaching (a medical certificate).

The governors normally draw up a list of candidates to be interviewed on the basis of their written applications. The appointment panel, comprising members of the school governing body, the headteacher and, where appropriate, a representative of the Chief Education Officer, conducts the interviews and makes the appointment. The LEA, or the governing body in the case of a voluntary-aided or grant-maintained school, then issues a contract of employment.

Professional status

Teachers are formally employees of the LEA in county schools, voluntary-controlled schools and special agreement school. In voluntary-aided schools and self-governing grant-maintained schools teachers are the employees of the school governing body. They are not civil servants but public employees.

Teachers do not have guaranteed employment throughout their professional life. Appointment may be made at two levels of tenure: a permanent appointment or a temporary appointment on a fixed-term contract.

Promotion

Teachers first appointed on or after 1 September 1992 do not serve a period of probation. Specific funding is made available under the Grants for Education Support and Training programme to secure better continuity between initial teacher training and induction. All teachers are subject to regular appraisal, in accordance with the Education (School Teacher Appraisal) Regulations 1991. Appraisal takes place on a two-year cycle. The appraisal covers the full range of professional duties on the basis of an established job description, and may include temporary responsibilities. The components of appraisal should be:

classroom observation, an appraisal interview during which targets for action are established, the preparation of an appraisal statement and follow-up, including a review meeting between the appraiser and appraisee. The process may also include an initial meeting, self-appraisal by the appraisee and, after consultation with the appraisee, the collection of data from sources other than classroom observation.

Teachers normally achieve promotion by applying for appointment to a more senior post which falls vacant, for example, as subject coordinator (primary) or head of department (secondary), which involve increased academic responsibility. Alternatively, they may apply for a post as head of year, which involves increased pastoral responsibility (including pupil support and guidance and liaison with parents), and, in due course, as deputy headteacher or headteacher. A teacher's qualifications, experience and performance are taken into consideration whenever s/he applies for a new post. Relevant professional development and participation in continuing professional development (CPD) may therefore assist a teacher in securing promotion.

In maintained schools, headteachers are qualified teachers who are appointed to undertake the management and administrative responsibilities involved in running a school. Headteachers must have QTS in accordance with the regulations current at the time when they were first appointed as teachers. There is no compulsory additional qualification, but many headteachers have undertaken some form of sustained study after obtaining their initial qualification, such as courses leading to the award of a higher degree or an academic diploma. In addition, many have attended in-service courses on different aspects of school management and organisation. The system of delegating responsibility for academic departments and pastoral aspects of the school's organisation to senior members of staff means that teachers gradually gain experience in the management skills required for headship. It is rare that a teacher is appointed to a headship without first having held the post of deputy headteacher.

The Teacher Training Agency provides funds through the Headteachers' Leadership and Management Programme (HEADLAMP) to support the cost of developing the leadership and management abilities of headteachers appointed to their first permanent headship in England after 1 April 1995. The TTA Office in Wales will be advising on an equivalent scheme for Wales in 1997. The Government has announced its intention to build on this programme to establish a National Professional Qualification for Headteachers (p. 9-31). It is intended that all newly appointed headteachers will, in due course, be required to hold this qualification.

Transfers, occupational mobility

Teachers who seek a transfer to another school must apply direct to the school in response to an advertised vacancy.

Redundancy, redeployment and dismissal

Prior to the passing of the Education Reform Act 1988, redundant teachers could be redeployed by the LEA to another school within the LEA, if this was considered in the interests of the service. However, under local management of schools, where the school governing body has devolved responsibility for staffing, a redundant teacher can only be redeployed in consultation with the governing body of the receiving school.

Teachers are protected against unfair dismissal under general employment legislation. If a teacher fails to carry out his/her duties satisfactorily despite appropriate support and training, the LEA or governing body, as employer, is responsible for taking action in accordance with agreed disciplinary procedures. A teacher found guilty of specific criminal offences may be summarily dismissed.

Salary

Teachers' salaries are determined by the Secretary of State for Education and Employment. After the local government financial limits have been agreed, the Schoolteachers' Review Body (STRB) receives submissions from associations representing teachers' employers and from teachers' associations, but does not enter into negotiations with them. The Secretary of State may accept or reject the recommendations of the STRB and determine how its recommendations are to be interpreted. School governing bodies play no part in this process. *The Schoolteachers' Pay and Conditions Document* (GB. DfEE, 1996b), revised annually, sets the framework within which school governors must establish their salary policy for teaching and non-teaching staff.

The governing body determines the salary of each teacher, including the headteacher and deputy headteacher, within the limits laid down by the Secretary of State in the *Schoolteachers' Pay and Conditions Document* (GB. DfEE, 1996b) in force. The salaries of qualified teachers (except deputy headteachers and headteachers) are expressed in terms of their place on a common scale, or spine, which comprises 17 points. Initial placement is determined by the teacher's qualifications and eligible experience. Teachers normally progress up the spine by one point each year, until they reach point 9, the maximum payable solely for qualifications and experience. School governors may allocate additional spine points or half-points, (that is, place teachers on a higher point or half-point on the spine) to teachers who undertake specific extra responsibilities (usually administrative and managerial)

within the school. Additional spine points, or half-points, may also be given to teachers in recognition of outstanding classroom performance, or to recruit and retain teachers in subject areas where there is a shortage of qualified staff. School governors are required to give each teacher an annual statement of his or her position on the spine, including any spine points allocated to them for the above-mentioned reasons. Additional payments may be made to teachers (full-time, part-time and deputy headteachers) who undertake voluntary continuing professional development other than that mentioned above, at weekends or during school holidays.

There are separate salary spines for headteachers and deputy headteachers and, from 1 September 1997, progress up the spine will be subject to a performance review. Each school governing body must determine, with the headteacher and deputy headteacher(s), the performance criteria against which their performance will be assessed at the end of the school year. Governors will be required to consider whether there has been a sustained high quality of performance against the agreed criteria.

Working time

In general terms, teachers are required, as part of their conditions of service, to teach for 190 days a year and to be available for staff development or other duties for a further five days a year. The DfEE expects at least three of these non-teaching days to be used for professional development. Within the 195 days, teachers must undertake duties at the direction of the headteacher for up to 1,265 hours per year. Directed duties include teaching, attendance at consultation meetings with parents and others, and staff development, but they exclude other professional duties such as the preparation of lessons, teaching materials and teaching programmes, the marking of pupils' work, and the writing of reports on pupils' progress, which must be carried out in addition to the directed duties. Full details are given in the *Schoolteachers' Pay and Conditions Document* (GB. DfEE, 1996b), which is issued annually by the DfEE.

The school governing body determines the times at which the school opens and closes each day. The recommended number of hours of secular instruction to be received by pupils is laid down in DES Circular 7/90.

Teachers are entitled to 'a break of reasonable length' either between school sessions or between the hours of 12 noon and 2 p.m. However, on those days when the school is in session, teachers are required to remain on the school premises throughout the day, except during the midday break, unless they have special permission from the headteacher.

Leave

Teachers are only required to be available for work for 195 days in any school year (see above).

Retirement, pensions

The normal age of retirement is 65 years, but both male and female teachers have customarily retired at 60. In recent years, it has been possible to take premature retirement from the age of 50, if the employer certifies that the teacher's contract has been terminated through redundancy or as a result of reorganisation leading to greater efficiency. From September 1997, employers became responsible for the extra cost of teachers' premature retirement. A teacher who suffers from ill health may be granted premature retirement on medical grounds.

Teachers and their employers contribute to the Teachers' Superannuation Scheme, administered by the Teachers' Pension Agency. These contributions are equal to 6 and approximately 7.2 per cent of the teacher's salary respectively. The Scheme pays teachers a lump sum on retirement and a monthly pension which is adjusted annually to reflect inflation. The lump sum and monthly pension are calculated according to the number of years' service and the teachers' highest salary during the last three years of service.

A review of the Teachers' Superannuation Scheme to consider more flexible pension arrangements has been announced.

9.2.2 Further education

Conditions of service vary according to the institution and employer concerned.

Decision-making bodies in educational employment

The Further and Higher Education Act 1992 created a new sector of autonomous institutions funded by the Further Education Funding Councils. The governing body (sometimes called the corporation) of each institution is responsible for all decisions affecting the institution, its organisation and its resources. The governing body is therefore responsible for the employment and management of staff.

The Association of Colleges is the employers' organisation which recognises and negotiates with the trade unions on behalf of the institutions.

Adult education centres are controlled by the LEAs. Whilst remaining the formal employer, some LEAs may delegate the responsibility for the recruitment and appointment of staff in adult education centres to the centre concerned.

The main professional associations which represent the interests of lecturers in further education are:

- the University and College Lecturers' Union (previously called the National Association of Teachers in Further and Higher Education and still commonly known by the acronym NATFHE); and
- the Association of Teachers and Lecturers (ATL).

Access to the profession, appointment

Teachers who teach in FEFC sector institutions or in adult education centres are subject to separate regulations from those which apply to schoolteachers. They are not obliged to have Qualified Teacher Status (QTS), but an estimated 65 per cent of full-time teachers in this sector hold QTS. The others are encouraged to undertake specialist training for further education teachers, such as that leading to the Postgraduate Certificate of Education (FE) or to the Further and Adult Education Teachers' Certificate (see above).

Staff in the Further Education Funding Council sector are employed by the governing body of the institution. Lecturers apply to the governing body of the institution in response to advertised vacancies in the same way as schoolteachers. Staff in adult education centres are employed by LEAs and apply direct to the LEA.

Professional status

Teachers in FEFC sector institutions are not civil servants but employees of the governing body. Similarly, teachers in adult education centres are employees of the LEA. Neither group of teachers have guaranteed employment throughout their professional life.

Promotion

Lecturers in further education normally achieve promotion by applying for appointment to a more senior post which falls vacant. Those with suitable qualifications and experience may seek promotion to the posts of senior lecturer, principal lecturer, deputy principal and principal, in response to advertised vacancies for these posts.

Transfers, occupational mobility

Procedures are similar to those outlined for access to the profession (see above).

Redundancy, redeployment and dismissal

The regulations are similar to those applicable to schoolteachers (see p. 9-18).

Salary

Rates of pay for lecturers have traditionally been agreed at national level between employers and unions but in recent years no agreement has been reached for FEFC sector institutions. Many institutions are therefore following the recommended rates of pay published by the Association of Colleges. Each institution does, however, have its own pay policy and decides how to use the recommended pay scales, for example in determining on which point of the scale new staff are appointed.

The salaries and conditions of service of adult education tutors employed in local education authorities are also now negotiated at local level. Most staff are paid at an agreed hourly rate.

Working time

The teaching hours of lecturers vary between institutions in the FEFC sector. Where contracts of employment have been agreed with NATFHE, they generally limit the teaching time for full-time lecturers to between 780 and 830 hours per year. Most contracts limit the weekly teaching or contact hours to 24 per week.

Leave

The annual leave of teachers in FEFC sector institutions is dependent on the contract issued by individual institutions. The Association of Colleges recommends that colleges provide for 37 days of annual holiday entitlement, plus bank holidays.

The annual leave of adult education tutors employed by local education authorities is agreed at local level.

Retirement, pensions

The normal age of retirement is 65 years, but teachers may apply to retire at the age of 60 and permission may be granted if it is deemed to be in the interests of the service. A teacher who suffers from ill health may be granted premature retirement on medical grounds.

Both lecturers and their employers contribute to the Teachers' Superannuation Scheme, administered by the Teachers' Pension Agency.

9.2.3 Higher education

Although all higher education institutions are autonomous, for historical reasons there is still a distinction between the conditions of employment of teachers in 'old' and the 'new' universities (see p. 6-3). There are two sets of common national salary and career structures for university teachers: one for 'old' university staff and one for 'new' university staff.

The Education Reform Act 1988 (Section 202, clause 2) reinforced the concept of academic freedom for all university teachers, stating that one of the duties of a proposed body of University Commissioners would be to 'ensure that academic staff have freedom within the law to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their jobs or privileges they may have at their institutions'.

Decision-making bodies in educational employment

Universities are autonomous institutions and are therefore individually responsible for employing teachers and other staff. The umbrella organisation for all universities is the Committee of Vice-Chancellors and Principals of the Universities of the UK (CVCP).

The Universities and Colleges Employers' Association (UCEA) is one of the agencies of the CVCP and deals with matters relating to the employment of staff in all higher education institutions in the UK. As such, it negotiates with the appropriate trade unions on behalf of the institutions.

The organisation which represents the interests of the colleges of higher education is the Standing Conference of Principals (SCOP).

The trade unions recognised by the Government and employers for negotiations about terms and conditions of employment of teachers in the universities are:

- the Association of University Teachers (AUT); and
- the University and College Lecturers' Union, previously called the National Association of Teachers in Further and Higher Education, and still commonly known by the acronym NATFHE.

Access to the profession, appointment

As autonomous institutions, each higher education institution decides which qualifications and skills it requires from a candidate to fill a particular post. There are no national arrangements or national listings of eligible candidates and each post is advertised for open competition. A good first degree in the subject to be taught is normally a requirement. A higher degree and publications are welcomed and a department often specifies knowledge or experience in a particular area, within the broader field of the department's teaching, in order to complement the expertise of its current staff.

Qualified Teacher Status (QTS) is not a requirement for employment as a teacher in a higher education institution, except for teacher trainers, who must have QTS as well as considerable recent teaching experience in schools. Teacher trainers are expected to undertake regular periods of teaching in schools to ensure they are familiar with current teaching issues. However, many universities provide training for their teaching staff, especially those new to the profession.

Professional status

University teachers are employees of the individual university and are not civil servants. They are not guaranteed employment throughout their professional life.

Promotion, advancement

Forms of staff appraisal have been introduced in all institutions. Appraisal normally takes into account the individual teacher's publications and involvement in administrative departmental work, as well as performance as a teacher.

The teaching staff at the 'old' universities are classified as professors, readers, senior lecturers, lecturers (grades B and A) and, in a few cases, assistant lecturers. Some teaching may also be done by research assistants and research students. Science departments usually have technical demonstrators and others may also have technical staff, such as language laboratory assistants in foreign language departments.

Teaching staff at the 'new' universities and other higher education institutions are designated, in declining order of seniority: professors/heads of department, readers, principal lecturers, senior lecturers or lecturers (grades II and I).

Professors are the most senior and are described as holders of a chair in their subject. A given department may have several professors or none at all and, although it is most common for the head of department to be a professor, this is not always the case. However, the head of department, if not also a professor, is normally a senior member of the department. Some departments rotate the headship among senior members of the staff and some such headships are filled following a ballot of the members of that department, although this last is rare.

Staff achieve promotion by successfully applying for a vacant post at a higher grade. Vacancies are advertised and both internal and external candidates may apply.

However, an institution may also promote a valued member of staff independently of any vacancies. For example, the title 'reader' is awarded as a mark of respect for senior members of 'old' university staff. It has no hierarchical status but it normally means that the person so designated passes on to the higher discretionary points on the senior lecturers' salary scale. Institutions may also, as a mark of honour, award the title of professor, along with the appropriate salary, to a senior member of staff who is then described as holder of a personal chair in the department. Equally, a lecturer may be promoted to the status of senior lecturer in recognition of his or her contribution to the institution and field of teaching and research.

Transfers, occupational mobility

As all institutions are autonomous, a member of staff is appointed to the individual institution and there are no permanent arrangements for transfer of staff from one institution to another. *Ad hoc* arrangements may be made between institutions, where one institution or department is contracting and another expanding. Additional funding was provided by central government, on a short-term basis, to encourage such arrangements at a time of contraction in the 1980s.

Redundancy, redeployment and dismissal

Until 1988, members of a university's academic staff were, by custom and practice, and in some cases by the terms of their contracts, considered to have the right to remain in post until retiring age ('tenure'), unless grounds for dismissal for misconduct were established. The Education Reform Act 1988 requires the statutes of each university to enable an appropriate body to dismiss any member of a university's academic staff 'by reason of redundancy' (see Section 203, Clause 5 of the Act).

Individual institutions are responsible for internal discipline and may establish a code of conduct. If a teacher fails to carry out his/her duties satisfactorily, the employer is responsible for taking action in accordance with agreed disciplinary procedures. The Education Reform Act 1988 requires the statutes of each university to make provision to enable an appropriate body to dismiss any member of a university's academic staff 'for good cause'. Details of grounds for dismissal are given in Section 203, Clause 6 of the Act. There are two sets of common national salary structures for university teachers (see above).

Salary

Teaching staff are paid on the scale appropriate for their post (for example, lecturer, reader, professor). The placement on the scale is determined in the light of the individual's qualifications, experience and years of service.

A senior member of staff who has been awarded the title of reader normally passes on to the higher discretionary points on the senior lecturers' salary scale. Where an institution honours a senior member of staff with the title of professor (who is then described as holder of a personal chair), a professorial salary becomes payable.

Working time

Teachers/lecturers in the 'old' universities are not contractually required to be present at their place of work for a set number of hours. The details of staff contracts vary, but all state that staff must carry out a range of teaching and administrative duties and pursue research, as required by the head of department. Staff may undertake paid work outside the university with the agreement of their head of department; a head of department must secure the agreement of the head of the institute. This work must not interfere with, and should complement, the individual's normal duties. Such work may be for external bodies or, on rare occasions, for another department within the same institution.

There is a nationally agreed contract of employment for teachers in 'new' universities, which sets out conditions of employment for teachers in the 'new' universities and other higher education institutions. These include a maximum teaching load of 550 hours over the year and 18 hours during a week. This assumes 36 teaching weeks and 2 weeks to carry out administrative duties per year. Teachers are expected to engage in research and scholarly activity and to carry out the duties required of them by their heads of department or heads of institution. Teachers may be required to be present outside teaching hours, although permission may be given by the heads of department or the

heads of institution for absences to pursue research and other scholarly activities. Like their 'old' university counterparts, teachers wishing to undertake paid work outside their contract must obtain the approval of their institution, and such work is normally expected to complement their teaching activities.

Leave

In the case of the 'old' universities, annual leave, other than statutory public holidays and other days when the institution is closed, is set by the individual institution. Leave must normally be taken outside term time and with the agreement of the head of department.

In addition to statutory public holidays and other days when the institution is closed, teachers in the 'new' universities are allowed 35 days' leave, which must normally be taken outside term time and with the agreement of the head of department.

The nationally agreed contract of employment for teachers in 'new' universities assumes 36 teaching weeks and two weeks to carry out administrative and other duties per year.

At both 'old' and 'new' universities, teachers are expected to pursue research and scholarly activity, in addition to other academic and administrative duties, during the non-teaching periods of the year. Sabbatical leave may be granted for staff to undertake approved activities.

Retirement, pensions

The normal age of retirement is 65 years, but teachers may apply to retire at the age of 60 and permission may be granted if it is deemed to be in the interests of the service. A teacher who suffers from ill health may be granted premature retirement on medical grounds.

Teachers in 'old' universities and their employers contribute to the Universities' Superannuation Scheme. These contributions are linked to the teacher's salary. The Scheme pays teachers a lump sum on retirement and a monthly pension which is adjusted annually to reflect inflation. The lump sum and monthly pension are calculated according to the number of years' service and the teachers' highest salary during the last three years of service.

Teachers in 'new' universities join the Teachers' Superannuation Scheme run by the Teachers' Pensions Agency.

9.3 Continuing professional development

All teachers have a professional duty to review, from time to time, their methods of teaching and programmes of work and to participate in arrangements for their continuing professional development (CPD) as teachers. In further education and higher education, the provision of and participation in CPD are matters for each individual institution.

9.3.1 Pre-school, primary and secondary education

The statutory conditions of service require that all full-time teachers have at least five working days when they are not required to teach pupils and the DfEE/Welsh Office expect at least three of these non-contact days to be used for CPD.

In October 1995, the Secretary of State for Education and Employment accepted the advice of the Teacher Training Agency on the continuing professional development of teachers. A framework of National Professional Qualifications is being developed which embraces four key points in the profession (newly qualified teacher; 'expert' teacher; 'expert' in subject leadership and management; and 'expert' in school leadership and management), which will:

- establish clear and explicit expectations of teachers in relation to the four key points;
- allow teachers and schools to set targets for professional development and career progression; and
- focus and improve training programmes at national, local and school level.

A separate National Professional Qualification for Headship is being developed to prepare the next generation of teachers for headship and to assure governors that those holding the qualification have the necessary foundation for success (see p. 9-31).

Decision-making bodies

There is no one body with overall responsibility for the continuing professional development of teachers (CPD); it is shared between:

- central government (the DfEE and the Teacher Training Agency (TTA) in England and the Welsh Office (WO) in Wales);
- LEAs (where appropriate);
- school governing bodies;
- headteachers; and
- the individual teachers concerned.

The DfEE (in England) and the WO (in Wales) provide, separately, financial support for CPD through their respective programmes of Grants for Education Support and Training (GEST). This is paid to the LEA, but is increasingly devolved by them to LEA-maintained schools. The structure, policy coverage and size of the respective programmes are determined annually to enable new priorities to be reflected, and details are published annually (DfEE Circular 13/96).

Within the broad categories established each year and subject to the guidance in the Circulars, it is for schools and LEAs to decide the details of training. Both the DfEE and the WO provide funding at a rate of 60 per cent for most of this training.

Grant-maintained schools (GM schools) receive funding for CPD by means of a specific grant called the Special Purpose Grant (Development). All GM schools are eligible for this grant, which is paid at a rate of 100 per cent. At least 50 per cent of this must be spent on CPD. GM schools are expected to have regard to the categories set out in the GEST Circular, but are otherwise free to determine their own priorities.

In England, the Teacher Training Agency (TTA) administers a scheme to provide support for newly appointed headteachers during their first two years in post. This scheme is known as the Head Teacher's Leadership and Management Programme (HEADLAMP).

Institutions responsible for continuing professional development

Continuing professional development (CPD) may be provided within a school, at an LEA teachers' centre, at a higher education institution (HEI) or a further education institution, or at an independent training or conference centre in England, Wales, or overseas. Trainers include a wide range of agencies and individuals: HEIs, school staff, LEA advisory teachers, advisers and inspectors and independent consultants.

Senior staff within a school provide ongoing professional guidance and development for their less experienced colleagues, either as part of their day-to-day guidance or as special, focused training. Although there is no set formula, such support normally begins with the induction which follows the teacher's initial appointment to the school and continues for as long as it is required. (*Note: Teacher probation was abolished in England and Wales with effect from 1 September 1992.*)

When teachers undertake CPD during the school day, their classes are taught by teaching colleagues from within the school or by qualified replacement teachers (known as 'supply teachers'). The cost of

employing replacement teachers must be met by the individual school but, when the training qualifies for funding through the Grants for Education Support and Training (GEST) programme, these costs may normally be reclaimed.

Some CPD courses, traditionally those for teachers of foreign languages, may take place wholly or partly in another country. Some staff undertake study visits to other countries, whereby the examination of another education system provides alternative models of tackling issues of common concern. Such visits may be arranged bilaterally (for example, through the Central Bureau for Educational Visits and Exchanges) or as part of European Community programmes such as ARION and LINGUA.

Admission requirements

Teachers may take part in continuing professional development (CPD) at any time in their career. Access to CPD depends on the nature of the activities. For example, whilst all teachers may be involved in 'whole-school' professional development activities, some may require training in a specific discipline or aspect relative to their role or responsibility. At the other end of the continuum, teachers applying to undertake courses leading to a higher degree or academic diploma are subject to the admission criteria of the higher education institution (HEI) and the course concerned.

Curriculum, duration of studies

There is no legal minimum requirement for CPD but see above. The duration and frequency of CPD cannot be defined in general terms. Participation by individual teachers varies considerably, ranging from a few hours to several days and sometimes full- or part-time studies over an extended period, in preparation for formal qualifications. The two factors which most affect this variation are the professional needs of the teacher concerned and the availability of the resources in the school to meet them.

Each school determines its own CPD needs, within the broad framework provided by the Government's specific grant provisions. These may include support for individual members of staff arising from appraisal interviews, training for groups of staff to deal with curricular or management changes, or whole-school development.

The term CPD covers a wide range of staff development activities. It may refer to a teachers' working group within a particular school, or a series of meetings or conferences which bring together teachers from a number of schools. It can include activities such as team teaching or

industrial placement or work shadowing. Individual teachers may undertake professional development in the form of study for a higher qualification, such as an advanced diploma or a higher degree (such as a masters' degree or a doctorate). In the past, teachers have been released for periods of up to a year to attend a course of study at a higher education institution, but this is now rare.

There is currently no formal link between initial training (ITT) and continuing professional development, but this is being developed under the Teacher Training Agency's reform of CPD. Many newly qualified teachers now have profiles of competence which they take with them from initial training into their first posts as qualified teachers. Some CPD activities link with ITT, for instance training for mentors who assist in the initial training of teachers. Some higher education institutions and LEAs/schools are developing CPD links at a local level.

A National Professional Qualification for Headteachers is being developed for aspiring headteachers in England and in Wales. It is intended to promote the development of, and recognise, expertise in five areas:

- strategic direction and development of the school;
- learning and teaching in the school;
- people and relationships;
- human and material resources and their development and deployment; and
- accountability for the efficiency and effectiveness of the school.

Other National Professional Qualifications are also being developed by the Teacher Training Agency. A network of Regional Training and Assessment Centres, as well as one or more Distance Learning Provider(s), are due to start implementing the programme in September 1997. The NPQH is not intended to replace the selection process, but it should provide an assurance to governors and others that newly appointed headteachers have the necessary foundation of school leadership and management knowledge, understanding, skills and abilities to perform successfully against the national standards.

Evaluation, certification

Continuing professional development of teachers (CPD) covers all professional development, from short courses to higher degrees. In some cases, certificates of attendance are awarded. Where teachers undertake studies leading to specific qualifications, e.g. an academic

diploma or a higher degree, their performance is assessed by examination or coursework, as required by the accreditation body (usually a university). Credit accumulation applies only to courses and other development opportunities leading to formal accreditation.

There is no single national system for the evaluation of CPD. Provision may be evaluated by the individual, the school, the LEA or, in some cases, by the Office for Standards in Education (OFSTED) in England, and in Wales by the Office of Her Majesty's Chief Inspector of Schools. It is increasingly the case that course providers seek feedback from participants on the course. Since individual schools must now pay for CPD from their delegated budget, they are keen to evaluate the benefits which such CPD brings.

9.3.2 Further education

Decision-making bodies

There is no single decision-making body for continuing professional development (CPD) in England and Wales. CPD is the responsibility of each individual further education institution. Responsibility for the CPD of staff in adult education centres lies with the LEAs.

Institutions responsible for continuing professional development

Continuing professional development of teachers (CPD) may be provided within a further education (FE) institution, at a higher education institution (HEI) or at an independent training or conference centre in England and Wales or overseas. Trainers may include a wide range of agencies and individuals, especially the Further Education Development Agency (FEDA), the Open University, HEIs, college staff and independent consultants.

The continuing professional development of teachers in further education is a matter for individual institutions. The Further Education Development Agency (FEDA) is concerned with increasing the effectiveness and efficiency of further education. It offers a range of courses including management for senior college staff. FEDA also organises conferences and provides consultancy services.

Senior staff in FE institutions in England and Wales provide ongoing professional guidance and development for their less experienced colleagues, either as part of their day-to-day guidance or of special, focused training. Although there is no set formula, such support normally begins with the induction which follows the teacher's initial appointment to the college and continues for as long as it is required.

Some CPD courses, traditionally those for lecturers of foreign languages, may take place wholly or partly in another country. Some senior staff undertake study visits to other countries, whereby the examination of another education system provides alternative models of tackling issues of common concern. Such visits may be arranged bilaterally (for example, through the Central Bureau for Educational Visits and Exchanges) or as part of European Community programmes such as ARION and LINGUA.

Admission requirements

There are no formal admission requirements for CPD in England and Wales, except in the case of courses leading to specific qualifications, for example, a higher degree.

Curriculum, duration of studies

There is no legal minimum requirement for the continuing professional development (CPD) of further education lecturers. The duration and frequency of CPD cannot be defined in general terms. Participation by individual lecturers varies considerably, ranging from a few hours to a few days and possibly over a long period on a full-time or part-time basis (see above). Training may be provided in any aspect, depending on the needs of the individual member of staff and of the institution.

There is no formal link between initial training and continuing professional development, although some higher education institutions and LEAs/FE institutions are developing CPD links at a local level.

The following qualifications have been accredited by the National Council for Vocational Qualifications (NCVQ; see p. 10-11) within the National Vocational Qualification (NVQ) framework :

- NVQ level 3: Training and Development
- NVQ level 4: Training and Development (Learning)
- NVQ level 4: Training and Development (Human Resources Development).

Evaluation, certification

Continuing professional development of teachers (CPD) in England and Wales covers all professional development, from short courses to higher degrees. Where teachers undertake studies leading to specific qualifications, e.g. an academic diploma, a higher degree or a National Vocational Qualification, their performance is assessed by examination or coursework, as required by the awarding body (a university or other examining body acting in accordance with Training and Development Lead Body standards). Credit accumulation applies only to courses leading to formal accreditation.

9.3.3 Higher education

The Universities and Colleges Staff Development Agency (UCoSDA), formerly the Universities Staff Development Unit, exists to promote staff development training in universities. It provides specialist advice, support and resources to member universities in their planning, delivery and evaluation of staff development and training for all personnel. Most universities also have their own staff development officers or units.

Decision-making bodies

The continuing professional development of teachers is the responsibility of each individual higher education institution and there is no single decision-making body.

Institutions responsible for continuing professional development

Continuing professional development of teachers may be provided at a higher education institution (HEI) or at an independent training or conference centre in England, Wales or overseas. Trainers may include a wide range of agencies and individuals.

Senior staff within an HEI provide ongoing professional guidance and development for their less experienced colleagues, either as part of their day-to-day oversight or as special, focused training. Although there is no set formula, such support normally begins with the induction which follows the teacher's initial appointment to the institution and continues for as long as it is required. HEIs also make provision for their staff to undertake studies leading to a higher degree.

Some staff undertake study visits and establish joint projects with HEIs in other countries, whereby the examination of another education system provides alternative models of tackling issues of common concern. Such visits may be arranged bilaterally or as part of European Community programmes such as ERASMUS and LINGUA.

Admission requirements

There are no formal admission requirements except in the case of courses leading to specific qualifications, e.g. a higher degree.

Curriculum, duration of studies

There is no legal minimum requirement for the continuing professional development (CPD) of lecturers in higher education. The duration and frequency of CPD cannot be defined in general terms. Participation by individual lecturers varies considerably, ranging from a few hours to a few days and possibly over a long period on a full-time or part-time basis.

Evaluation, certification

Continuing professional development of teachers covers all professional development, from short courses to higher degrees. Where teachers undertake studies leading to specific qualifications, e.g. an academic diploma or a higher degree, their performance is assessed by examination or coursework, as required by the accreditation body (usually a university). Credit accumulation applies only to courses leading to formal accreditation.

9.4 Non-teaching staff

Educational institutions may employ a variety of staff other than teachers. Some of these require recognised qualifications as a condition of their employment; others may not need formal qualifications. Their conditions of employment vary according to the post held and to any national or regional conditions of employment which may apply.

9.4.1 Primary and secondary schools

In primary schools, non-teaching staff may include:

- non-teaching assistants in nursery schools or classes and reception classes, who may be required to have an NNEB Diploma in Nursery Nursing or similar qualification;
- specialist teacher assistants (STAs), who support teachers in the classroom, particularly with pupils aged five to seven. A part-time, one-year course in the teaching and learning of basic skills leads to the Specialist Teacher Assistant Record (STAR) qualification;
- special needs assistants, who are assigned to help one or more children with special educational needs;
- lunchtime supervisors;
- secretarial and clerical staff;
- cleaning, caretaking and catering staff.

In addition to the above, secondary schools may employ:

- librarians, who may be qualified with the status of Chartered Librarians;
- media resources officers;
- laboratory and workshop technicians; and
- a school bursar or finance officer.

In England and Wales, the pay and conditions of these staff are determined by the LEA in LEA-maintained schools and by the school governing body in self-governing grant-maintained schools.

The Government is introducing a recognised qualification for administrative staff in schools to raise the quality of financial management in schools and to enhance the status of staff who undertake this role. There will be qualifications at National Vocational Qualification (NVQ) Levels 2 and 3 and an advanced qualification at NVQ Level 4 in school administration.

9.4.2 Further education

Further education institutions and adult education centres may employ, in addition to teaching staff:

- a bursar or finance officer;
- administrative, secretarial and clerical staff;
- careers advisory staff;
- librarians, who may be qualified with the status of Chartered Librarians;
- media resources officers;
- laboratory and workshop technicians; and
- cleaning, caretaking and catering staff.

The pay and conditions of these staff are determined by the governing body of the institution, or, in the case of adult education centres, by the LEA.

9.4.3 Higher education

Higher education institutions may employ, in addition to teaching staff:

- a registrar;
- a bursar or finance officer;
- administrative, secretarial and clerical staff;
- careers advisory staff;
- librarians, who may be qualified with the status of Chartered Librarians;
- media resources officers;
- laboratory and workshop technicians; and
- cleaning, caretaking and catering staff.

The pay and conditions of these staff are determined by the governing body of the institution.

Section 10:

EVALUATION

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10. EVALUATION

Responsibility for the evaluation of education in the UK is shared between the quality assessment agencies reporting to the Secretaries of State at national level, local education authorities (LEAs), and the governing bodies of individual schools and colleges.

10.1 Historical overview

Her Majesty's Inspectors of Schools (HMI) were first appointed in 1839 to report on the quality of education in maintained schools and independent schools. From its origins in 1839, the function of HM Inspectorate was to inspect and report on education provision, including the financial aspects, in order to assist the Government in the exercise of its responsibilities in relation to education and, in the process, to contribute to its improvement. Section 77 of the Education Act 1944 required the Secretary of State to have inspections carried out in primary, secondary, special and independent schools, and in establishments of further and higher education and of teacher training and adult education. The Act also stipulated that the inspections should be carried out by inspectors appointed for this purpose by HM The Queen.

The Education (Schools) Act 1992 (now incorporated into the Education Act 1996 and the School Inspections Act 1996) changed the role of HM Inspectorate and introduced a new framework for school inspections. However, HM Inspectors still report on the quality of education. The Further and Higher Education Act 1992 introduced a new framework for the assessment of quality in institutions of further and higher education.

10.2 Institutional self-evaluation

This section deals with the responsibilities of individual institutions. Legislation enacted since 1980 required school governing bodies, and the governing bodies of further education and LEAs, to provide information for parents and others on the performance of individual institutions and their students, based on the results of National Curriculum assessments and recognised qualifications. These provisions are now included in the consolidated Education Act 1996.

The Education (No 2) Act 1986 introduced a system of regular appraisal of teachers' performance (see p. 9-16).

Universities and other higher education institutions (HEIs) are also expected to undertake regular evaluation of their progress.

The performance of students in General Certificate of Secondary Education and the General Certificate of Education Advanced-levels, Advanced Supplementary examinations and a range of vocational qualifications is published annually in the form of comparative tables of schools and further education institutions. Primary school performance tables were first published in March 1997, showing how pupils performed in national school tests and teacher assessments at the end of key stage 2 (age 11).

The Government is seeking to enrich the information provided by school and college performance tables by adding indicators of added value, that is, comparisons of the changes in attainment over time of pupils/students in a particular school or college with those of the wider student population. These measures will be based on prior attainment (input measures) and attainment at a later date in National Curriculum assessment or public examinations.

10.2.1 Pre-compulsory, primary and secondary education

The prime responsibility for institutional self-evaluation lies with the school governing body of each individual school or pre-school educational institution. The governing body of a school may delegate this task to the headteacher.

All educational institutions which receive funding from central or local government are held accountable for the way in which they spend these funds and deliver the education service. This includes the providers of pre-compulsory education for children in receipt of vouchers and maintained schools catering for young people up to the age of 19 years.

Pre-compulsory education

Under the Nursery Education Voucher Scheme (see p. 2-9) institutions were:

- a) registered or exempt from registration under the Children Act 1989; or
- b) 'finally' registered as an independent school with the DfEE; or

- c) an LEA-maintained or grant-maintained school, or a local authority day nursery, family centre, etc.; or
- d) registered with the National Portage Association.

All institutions initially had to complete a self-assessment schedule to ensure that they could meet the Scheme's requirements. They were also obliged to:

- a) confirm that they would work towards the desirable learning outcomes for four-year-olds;
- b) agree to publish certain information for parents;
- c) agree to undergo inspection; and
- d) confirm that they would have regard to the DfEE Code of Practice on the Identification and Assessment of Special Educational Needs.

The Scheme also required participating institutions to publish, annually, for parents, certain information including: staffing policy and staff numbers, qualifications and training; educational programmes and activities; record keeping, progress recording and reporting to parents; health and safety; premises and equipment; equal opportunities; special educational needs policy and implementation; admissions policy; discipline policy; and a copy of the last inspection report. The new Labour Government abolished the Nursery Voucher Scheme and interim arrangements are in operation.

Primary and secondary education

School governing bodies are responsible for the management of schools and their budgets. In order to make internal school management effective, the DfEE and the Welsh Office recommend the use of a school development plan (Hargreaves *et al.*, 1989; Hargreaves, 1991). Under Section 19 of the Education Act 1997, the Secretary of State may establish regulations which require the governing bodies of maintained schools to set annual school performance targets in relation to the achievement of pupils in National Curriculum assessments, public examinations or, in the case of pupils over compulsory school age, any other external examination.

Headteachers are responsible for regular review of the organisation of their school and of the standards of teaching and learning. They must report the results of their reviews to their school governing body, to the LEA (in the case of LEA-maintained schools) and to the parents of present or prospective pupils. In accordance with the School Inspections

Act 1996, this information must also be made available to the Registered Inspector responsible for inspecting their school, at the time of such an inspection. Headteachers must also take appropriate action to monitor and safeguard proper standards of professional performance, including the regular appraisal of staff (see p. 9-16).

School prospectuses and annual reports

School governors are required to publish information to enable parents to make an informed choice about the school in which they wish to enrol their child(ren) and to compare the performance of each school with that of others. Schools must publish a prospectus and an annual report. The prospectus must include a range of information including (DfEE Circulars 11/96 and 12/96):

- a statement on the school's ethos and values;
- details of the content, organisation and teaching of the curriculum and the arrangements made for considering parents' complaints about this aspect of the school's work;
- information about the school's special educational needs policy and its implementation.

Both the prospectus and the annual report must include details of National Curriculum assessment results and information about the rates of pupil absence from school. In addition, secondary schools must provide the results of pupils' performance in national examinations and information about the destination of school leavers.

The annual report of both primary and secondary schools must contain a summary of the school's budget, showing income and expenditure during the financial year.

Inspection reports

When a school has been formally inspected (see below), a summary of the inspection report must be sent to parents and the full report must be made available to parents and members of the public. The school governing body must draw up an Action Plan highlighting areas of concern and detailing measures to be taken.

10.2.2 Further education

The duty to ensure quality assessments of the Further Education Funding Council (FEFC) sector rests with the Further Education Funding Councils under Section 9 of the Further and Higher Education Act 1992. FEFC Circular 93/28 describes the role of individual

institutions with respect to evaluation as follows:

The primary responsibility for quality control rests with institutions. They are also responsible for overseeing assessments and examinations and for complying with the standards of validating and examining bodies.

The Further Education Funding Council for England recommends that governors of further education institutions have an overall policy on quality assurance, taking into account the requirements of the Funding Council and of the examining and validating bodies (FEFC, 1994a). They must ensure that mechanisms exist within the college to monitor performance and to implement changes. These mechanisms may include:

- setting standards and targets and monitoring progress towards their achievement;
- regular reporting arrangements for departments including comments from students, staff, external assessors and other clients; and
- programmes of staff appraisal and development.

Section 50 of the Further and Higher Education Act 1992 requires FE institutions to publish information on:

- the examination and qualification achievements, specifically of younger students, that is, those aged 16–18 years; and
- the likely career routes of the total student population.

The Charter for Further Education (see p. 1-23) requires institutions to publish information on a wide range of their activities and services. Institutions are expected to set their own targets for achieving standards of service appropriate to their local circumstances.

Governing bodies of FE institutions in Wales and the Further Education Funding Council for Wales have similar responsibilities with respect to further education in Wales.

10.2.3 Higher education

Section 83 of the Further and Higher Education Act 1992 requires higher education institutions (HEIs) to provide information to the Higher Education Funding Council for England or for Wales. The Councils have a duty to assess institutions which they fund or may be considering funding. HEIs applying for university status must demonstrate that they have established adequate systems of quality assurance.

HEIs are required to undertake institutional self-assessment in each subject to be offered. The Higher Education Funding Council considers that 'it is central to the system that assessments are made in relation to each institution's mission and the subject's aims and objectives' (HEFC, 1995). Furthermore, it should be supported by statistical indicators, such as student intake numbers, students' examination results and destinations upon leaving the institution. For details of the Higher Education Charter, (see p. 1-25).

10.3 Evaluation at regional, provincial or local level

This section focuses on the responsibilities of the local education authorities

10.3.1 Pre-school, primary and secondary education

LEAs are responsible for the quality of education provided in their establishments. LEA staff who have satisfactorily completed the necessary OFSTED training may apply to conduct school inspections under the School Inspections Act 1996. LEAs may offer advisory services to improve the quality of education in schools, giving guidance to teachers on teaching methods and material; they may conduct professional development courses for serving teachers or assist schools to overcome any weaknesses which may have become apparent or which are identified in the course of formal inspections. These services are expected to be self-financing. The staff of LEA advisory services may specialise in a particular phase (such as pre-school education), a curricular area (such as modern languages) or service-wide policy (such as equal opportunities). They inform the LEA (through the Chief Education Officer) of the general quality of the education service within the authority.

Under the Education Act 1997, the Secretary of State may request the relevant Chief Inspector to arrange for any LEA to be inspected (see p. 1-10).

10.3.2 Further education

The Further and Higher Education Act 1992 transferred the responsibility for the provision of certain types of further education from the LEA to the Further Education Funding Councils for England and Wales respectively. The evaluation of institutions funded by the Funding Councils is undertaken nationally by the Councils. There is

no regional- or local-level evaluation of institutions which are funded by the Further Education Funding Councils in England and Wales.

LEAs have a duty to provide adult education which falls outside Schedule 2 courses for those over compulsory school age. They also have a duty to monitor the quality of education provided, the standards achieved and the efficient management of financial and other resources. In order to carry out this duty, LEAs have the power to conduct inspections either by their own staff or by qualified persons hired under contract.

10.3.3 Higher education

The evaluation of higher education is undertaken at institutional and at national level. There is no regional, provincial or local authority with these responsibilities.

10.4 Evaluation at national level

The main methods of evaluation of the education system are internal review and reports by the institutional authorities and external inspection and review. External inspection arrangements vary between phases of education. Among the performance indicators which are used are: pupil and student numbers, their rates of attendance and unauthorised absences, their performance in internal and external tests and examinations, the destinations (whether into education or employment) of those leaving school and further and higher education institutions and the appraisal of teachers' performance.

10.4.1 Pre-school, primary and secondary education

The School Inspections Act 1996 consolidates the provisions of the Education (Schools) Act 1992 and Part V of the Education Act 1993 with respect to regular school inspections.

The inspection provisions described in this section apply to all schools maintained by LEAs, grant-maintained schools, city technology colleges, city colleges for the technology of the arts and to non-maintained special schools. Maintained nursery schools are subject to the School Inspections Act 1996.

The current system of inspection was implemented in secondary schools with effect from September 1993 and in primary and special

schools from September 1994. It complements institutional self-evaluation by means of systematic inspections of each school's performance, individually and in relation to other schools. Inspections also explore the factors influencing the school's performance and identify any action needed for improvement. Inspections are conducted by approved inspectors in accordance with the Framework of Inspection (see below).

From the end of the first inspection cycle (1997), schools in England will normally be subject to full inspections at least once within a six-year period (five years in Wales). For secondary schools in England, the six-year period will begin in September 1997; for nursery, primary and special schools, it will commence in September 1998. In planning the inspection programme for each school year, Her Majesty's Chief Inspectors ensure that a balanced sample of schools is inspected. The sample includes schools of differing sizes which display a range of performance as judged by their previous inspections. Checks ensure that the sample is also geographically balanced.

The 'Framework for Inspection'

The purpose of the statutory Framework for Inspection (OFSTED, 1995) is to secure consistency, comparability and a high standard of school inspections. All inspectors must be trained to use the Framework for Inspection, which requires them to report on:

- the quality of education provided by the school;
- the educational standards achieved in the school;
- whether the financial resources made available to the school are managed efficiently; and
- the spiritual, moral, social and cultural development of pupils at the school.

The minimum number of inspection days to be spent in the school is indicated in the tender documents and is based on the inspection specification.

The Registered Inspector must produce a report of the inspection and a summary within five weeks of the inspection. In Wales, if a report has to be produced bilingually, seven weeks are allowed to produce the report. The Registered Inspector must send copies of the report and the summary to:

- the school's governing body;
- OFSTED (in England) or OHMCI (in Wales);

- the LEA (in the case of an LEA-maintained school) or the Secretary of State for Education and Employment (in the case of a GM school); and
- those who appoint the Foundation Governors (if any).

Prior to each inspection, the Registered Inspector meets parents of pupils registered at the school to brief them about the inspection and to listen to their views about the school. Guidelines are given in DFE Circular 7/93.

Follow-up

Inspection reports are public documents and the governing body must make arrangements for the dissemination of the summary and of the full report to designated individuals and bodies. Copies of the full report must be made available on request.

The appropriate authority — usually the school governing body — must prepare an action plan within 40 working days of receipt of the inspection report. In Wales, if the action plans are to be produced in Welsh and English, 45 days are allowed. The action plan must set out what the governing body proposes to do in the light of the report's findings, together with the timescale and the person responsible for monitoring such action. The action plan must be sent, within five days of its completion, to parents and other bodies designated in the regulations.

Governing bodies must address any weaknesses identified in the inspection report in accordance with the action plan and they must report on progress at their annual meeting with parents.

Where a school is considered by the Registered Inspector (RgI) to be failing, or likely to fail, to give its pupils an acceptable standard of education, special measures apply. In this event, the follow-up to the inspection will be more stringent and may involve the appointment, by the Secretary of State, of an Education Association. Guidelines are given in DFE Circular 17/93.

HM Chief Inspectors

Under the School Inspections Act 1996, Her Majesty's Chief Inspector (HMCI) in England has the following duties:

- to approve the training of Registered Inspectors, Professional Team Members and Lay Inspectors;

- to establish and maintain a register of 'fit and proper persons' who may conduct inspections under the Act; HMCI can impose general or specific conditions on an inspector's registration;
- to ensure that all schools covered by the Act are inspected every six years in England (every five years in Wales), in consultation with the appropriate authority for the school (normally the school governing body);
- to give guidance to Registered Inspectors on inspection and reporting; this guidance focuses on the use of the Framework for Inspection, but also gives advice on a very wide range of technical and qualitative issues arising from inspection;
- to notify schools of proposed inspections, to agree the specification for the inspection and, on the basis of the specification, to seek tenders from and award contracts to Registered Inspectors; and
- to review the system of inspection and to promote efficiency in the conduct and reporting of inspections by encouraging competition in the provision of services by Registered Inspectors.

Under the Education Act 1997, the Secretary of State may request Her Majesty's Chief Inspector to arrange for any LEA to be inspected (see p. 1-10).

Her Majesty's Chief Inspector (Wales) has comparable responsibilities with respect to schools in Wales.

HM Chief Inspectors' offices

The responsibility for managing the new system of independent inspections of schools in England lies with the respective Offices of Her Majesty's Chief Inspector, known in England as the Office for Standards in Education (OFSTED) and in Wales as the Office of Her Majesty's Chief Inspector (Wales) (OHMCI).

OFSTED comprises a professional arm and an administrative arm. The professional arm is Her Majesty's Inspectorate (HMI), comprising around 220 HM Inspectors, who are responsible for quality assurance for the new system, and for interpreting and reporting on inspection findings. One or more HM Inspectors will monitor inspections undertaken by Registered Inspectors. The administrative arm is responsible for developing the range of regulatory and financial functions.

OFSTED is concerned with the quality of education. It advises central government on the progress of the education system and contributes to

the development of the education service by publishing reports on curriculum and organisational matters. Using their experience and professional skill, and on the basis of observations, HM Inspectors form judgements on the general quality of learning, teaching methods, school organisation and the suitability of materials. For example, in 1994, OFSTED undertook a national survey of examination performance. OFSTED also examines and reports on the education systems in other countries for comparative purposes.

OHMCI (Wales) performs similar functions in Wales, although its relationship with the Welsh Office differs in some details from the relationship which OFSTED has with the DfEE in England.

School inspectors

There are three categories of school inspector.

Registered Inspectors are team leaders who are trained to use the 'Framework of Inspection' and contracted by OFSTED or OHMCI (Wales) to conduct school inspections on behalf of Her Majesty's Chief Inspectors (HMCI's). The work of Registered Inspectors is monitored by one of Her Majesty's Inspectors (HMIs).

Professional Team Members are trained inspectors who wish to take part in the inspection system without assuming the responsibilities of a Registered Inspector. They would normally have experience of teaching or inspection.

Each inspection team must include at least one inspector, known as a 'lay inspector', without personal experience in the management or the provision of education in any school, other than as a governor or in any other voluntary capacity (School Inspections Act 1996, Schedule 3). They may be drawn from industry and commerce or from the wider community.

Curriculum and assessment authorities

The Education Act 1997 established a new curriculum and assessment authority for England. The Qualifications and Curriculum Authority (QCA) replaces the Schools Curriculum and Assessment Authority (SCAA) and the National Council for Vocational Qualifications (NCVQ). In Wales, Awdurdod Cwricwlwm ac Asesu Cymru (the Curriculum and Assessment Authority for Wales) is to be renamed. It will be known as Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (ACCAC) or the Qualifications, Curriculum and Assessment Authority for Wales. The changes take effect on 1 October 1997.

The Qualifications and Curriculum Authority (QCA)

The functions of the QCA with respect to pupils of compulsory school age at maintained schools in England are to:

- a) keep under review all aspects of the curriculum for maintained schools in England and all aspects of school examinations and assessment;
- b) advise the Secretary of State for Education and Employment on such matters concerned with the curriculum for maintained schools in England, or with school examinations and assessment;
- c) advise the Secretary of State on and, if so requested by him, carry out, programmes of research and development for purposes connected with the curriculum, or with school examinations and assessment in maintained schools in England;
- d) publish and disseminate, and assist in the publication and dissemination of, information relating to the curriculum for maintained schools in England, or to school examinations and assessment;
- e) make arrangements with appropriate bodies for auditing the quality of assessments made in accordance with assessment arrangements;
- f) exercise in relation to maintained schools all the functions conferred with respect to external vocational and academic qualifications (see below).

The functions of the QCA with respect to external vocational and academic qualifications are:

- a) to keep under review all aspects of such qualifications;
- b) to advise the Secretary of State on matters concerned with such qualifications;
- c) to advise the Secretary of State on, and if so requested, assist in carrying out programmes of research and development for purposes connected with such qualifications;
- d) to provide support and advice to persons providing courses leading to such qualifications with a view to establishing and maintaining high standards in the provision of such courses;
- e) to publish and disseminate, and assist in the publication and dissemination of information relating to such qualifications;
- f) to develop and publish criteria for the accreditation of such qualifications;

- g) to accredit, where they meet such criteria, any such qualifications submitted for accreditation;
- h) to advise the Secretary of State (if so designated) on his powers under Section 37 of the Education Act 1997 regarding the approval of external qualifications; and,
- i) if so designated, to exercise any function conferred by regulations under that section.

The QCA also has a duty to develop learning goals and related materials for children receiving education under the Nursery Education Voucher Scheme (see p. 2-9).

SCAA established a framework for monitoring the school curriculum in England to enable it, on the basis of evidence collected from a variety of sources, to identify aspects of the school curriculum where information or development work is needed for the successful implementation of the National Curriculum or religious education. Monitoring includes four approaches:

1. The school sampling project is a longitudinal study based on a set of randomly selected schools. Information about curriculum and assessment is collected through questionnaires, visits and interviews.
2. Focused studies collect information about targeted schools through visits, interviews and questionnaires; workshops and seminars with teachers; case studies; and monitoring by external agencies.
3. Collection of information through networks and agencies (e.g. OFSTED, and the curriculum and assessment authorities in Wales and Northern Ireland).
4. Information from research reports including international and comparative studies. SCAA commissioned the National Foundation for Educational Research to carry out an international review of curriculum and assessment frameworks as part of this work.

Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (ACCAC)
(The Qualifications, Curriculum and Assessment Authority for Wales)

ACCAC has similar functions relating to curriculum, assessment and external qualifications in Wales to the QCA in England.

Other committees

The Secretary of State for Education and Employment may also set up *ad hoc* Parliamentary Committees, or Committees of Inquiry, to investigate and report and make recommendations on various aspects of education, which may be of particular interest or giving concern. These may be major inquiries involving a large committee for several years, or short-term inquiries, involving a small team of people for a shorter period.

Other initiatives

The Improving Schools programme, launched in May 1995, is a concerted effort by the agencies of central and local government, schools and other partners aimed at raising standards in all schools for all pupils. The programme starts from the assumption that all schools, even the best, are capable of improvement. The programme builds on the structures already in place: notably the National Curriculum and associated assessment of pupils; the rigorous external inspection of schools; and the publication of school-level performance information. The Department for Education and Employment has established an Improving Schools Bulletin Board on the Internet. The service is managed by the National Foundation for Educational Research and enables teachers and others to exchange information as well as providing access to the latest research. A school effectiveness database is also soon to be available on the Internet. The new Labour Government has recently established a task force on standards in education.

The Welsh Office has published a consultation paper as part of its initiative to raise the quality of education in Wales (GB. WO, 1997).

10.4.2 Further education

The Further and Higher Education Act 1992 made provision for setting up Further Education Funding Councils for England and for Wales respectively. It requires each of the Funding Councils to establish a Quality Assessment Committee to advise the Councils on their duty to ensure that provision is made for assessing the quality of education provided in institutions within the further education sector.

England

FEFC Circular 93/28 identifies three levels of quality assurance in further education:

- quality control — the mechanisms within colleges for maintaining and enhancing the quality of provision; this element is the responsibility of the colleges;

- examinations and validation — the activities of external bodies, such as the regulatory bodies and examining and awarding bodies;
- external assessment — independent assessment of the quality of teaching and learning in the colleges and of the standards being achieved by the students.

The Further Education Funding Council for England is involved in the third level, i.e. external assessment. The Funding Council for England relies on two approaches: the use of performance indicators and quality assessment based on inspection. It has an Inspectorate comprising full- and part-time inspectors, drawn from industry, commerce and the professions, who receive appropriate training. The aims and objectives of the Inspectorate are:

- to assess standards and trends across the further education sector and advise the Council, its committees and working groups on the performance of the sector overall;
- to prepare and publish reports on individual institutions;
- to identify and make widely known good practice and promising developments in further education and draw attention to weaknesses that require attention;
- to provide advice and assistance to those with responsibilities for, or in, institutions in the sector, through its day-to-day contacts, its contribution to training and its publications; and
- to keep abreast of international developments in post-school education and training.

External inspections of each institution take place every four years, in accordance with an inspection framework which has been drawn up in consultation with all the appropriate bodies. Grades on a scale of 1–5 are given for each curriculum area as well as for general aspects of provision such as staffing, equipment and learning resources, accommodation, governance and management, and quality assurance. Grade 1 indicates the best level of educational provision. The inspection grades represent the collective judgements of all those involved in the inspection. Inspections lead to a published report on each college.

In addition to the programme of institutional inspections, the Inspectorate also reports on a national basis, on curriculum areas and on a range of general topics, for example General National Vocational Qualifications and National Vocational Qualifications; General Certificate of Education Advanced-levels and General Certificate of Education Advanced Supplementary examinations; student recruitment,

guidance and support; students with learning difficulties and/or disabilities; and assessment in further education. An annual report of the inspection service is published (FEFC, 1996b).

With respect to education not funded by the Funding Councils, Her Majesty's Chief Inspector of Schools in England is responsible for inspecting and reporting on adult education centres which are maintained by LEAs.

Wales

The Further Education Funding Council for Wales shares a unit with the Higher Education Funding Council for Wales which deals with matters of quality assessment. The Quality Assessment Committee for further education must advise the Council on the conduct of its responsibilities for assessing the quality of provision and institutional performance in the FEFC sector in Wales, and must in particular:

- advise the Council on standards, criteria and assessment methods appropriate to further education (taking into account the expectations derived from government policy, the objectives of institutions, the views of relevant organisations and the arrangements for assessment in England and Wales);
- advise the Council and the Head of the Quality Assessment Division on the structure and content of the annual assessment programme, so as to enable the decisions of the Council to be informed by quality assessments;
- receive assessment reports on institutions and aspects of provision from the Quality Assessment Division and advise the Council accordingly;
- include, in that advice, issues which relate to the impact of the Council's policies on the sector;
- advise the Council on the response of institutions to recommendations made by assessors and in reports;
- evaluate and review periodically the assessment procedures and practice of the Quality Assessment Division and advise the Council on modifications that may be necessary;
- draw the attention of the Council to areas of weakness in the FEFC sector and advise on what changes might bring about improvement; and
- identify strengths in the FEFC sector and advise the Council on the dissemination of good practice.

In respect of their statutory duties to secure the assessment of the quality of education, the Further Education Funding Council for Wales and the Higher Education Funding Council for Wales are served by a joint executive. The Further Education Funding Council for Wales employs the Office of Her Majesty's Chief Inspector to carry out inspections. There are three types of assessments:

- reviews of institutional performance;
- programme area reviews;
- selective assessments.

Reviews of institutional performance are carried out by teams of assessors which comprise the following personnel:

- HMI senior assessor, who is the OHMCI staff inspector for FE and is responsible for ensuring that the assessments are consistent, reliable and valid;
- HMI reporting assessor, who leads the team of assessors and is responsible for the management and planning of the assessment;
- HMI specialist assessors, who assess specialist work and the way the institution operates;
- associate assessors who are generally drawn from the lecturing staff of further education institutions in Wales, and who assess specialist work;
- Further Education Funding Council for Wales coordinator, who assists the work of the associate assessors;
- Further Education Funding Council for Wales representative, who may be present to evaluate the work of the assessment team;
- institutional representative, who may join the team to provide an institutional perspective.

A five-point assessment scale is used, with Grade 1 being the best. Following an assessment, a report is produced by the reporting assessor and sent to the Further Education Funding Council for Wales. The report includes an evaluation of the quality and standards of work in the institution, a summary of the main findings and recommendations for further action. All reports are published by the Council and made available to a wide audience.

External assessment of provision within programme areas takes place on a regular basis and reports on institutional performance are published at least once every four years.

With respect to institutions not funded by the Funding Council, Her Majesty's Chief Inspector of Schools (Wales) is responsible for inspecting and reporting on adult education centres which are maintained by LEAs.

10.4.3 Higher education

England

The current arrangements for assessment by the Higher Education Funding Council for England are outlined in HEFCE Circular 39/94. This methodology was based on self-assessment and peer review. The purpose of the assessment visits is to gather, consider and verify evidence of the quality of education in the subject, in the light of the subject provider's aims and objectives in that subject, covering six core areas:

- curriculum design, content and organisation;
- teaching, learning and assessment;
- student progression and achievement;
- student support and guidance;
- learning resources;
- quality assurance and enhancement.

An overall 'threshold' judgement ('quality approved' or not) is derived from a graded profile in the six core areas. Institutions which do not receive a 'quality approved' judgement are revisited after 12 months. Continued failure to achieve 'quality approved' status will lead to an 'unsatisfactory' grading which may result in the reduction of funding.

The establishment of a new single Quality Assessment Agency for Higher Education has recently been announced. This body will combine the quality audit functions of the HEFCE's Quality Assessment Committee and the Higher Education Quality Council of the Committee of Vice-Chancellors and Principals of the Universities of the UK.

Wales

The Higher Education Funding Council for Wales (HEFCW) has a Quality Assessment Committee to advise it on the approach to assessing the quality of higher education provision in Wales. Although quality assessment has been divided into separate operations from 1994/5 onwards, a broadly common approach to assessment has been maintained (see above). However, the practice in Wales has a number of slight differences which distinguish it from that in England, particularly the adoption of a more staged and developmental approach.

10.5 Educational research

The Department for Education and Employment funds educational research projects related to policy making. Other Government agencies such as the School Curriculum and Assessment Authority and the Teacher Training Agency also commission research relating to their specific fields of interest. Local education authorities commission research both individually and as part of a common research programme under the auspices of the Council of Local Education Authorities (CLEA). Much of this research is carried out by the National Foundation for Educational Research.

Educational research is carried out by universities, by the National Foundation for Educational Research (NFER) (see below) and by other research bodies. The educational research carried out by universities is largely funded through the Economic and Social Research Council but universities are also encouraged to undertake sponsored research.

10.5.1 DfEE policy on the commissioning of educational research

Following the merger of the Department for Education with the Employment Department, the new enlarged Department revised the system for planning the annual research programme. The planning system is intended to ensure that the research programme meets policy priorities within the framework of the Department's overall aims and objectives (see p. 1-8) and provides maximum value for money. The planning process includes consultation with external research organisations.

The Department commissions only projects which are policy-related, that is, those which will help to guide policy decisions to be taken, will help to improve the quality of the educational and training process in areas of policy concern, will facilitate the implementation of policy decisions or will evaluate the effects of the implementation of policy decisions.

Most research projects are contracted out, normally through competitive tender, to private or independent research organisations or academic institutions. The tendering and commissioning process is coordinated centrally by the Department's Social Analysis and Research Division (SARD). SARD maintains a database of organisations which undertake research on behalf of the Department. All projects have a designated project manager and a steering committee to ensure that each project

meets its objectives. The Department publishes an annual report on research which contains a list of research undertaken during the year. The details include the aims and objectives of the research, the name of the designated project manager, the organisation carrying out the research, the cost to the Department and the completion date.

10.5.2 The National Foundation for Educational Research

The NFER, founded in 1946, is the leading educational research organisation in England and Wales. It is independent and receives no direct government funding. It carries out commissioned research and related activities for central government, local authorities, government agencies and independent educational organisations. The NFER also provides a range of specialised national and international information services. In recent years the major areas of activity have included:

Research into:

- arts education;
- careers education;
- health education;
- information technology in schools;
- international comparison of pupil achievement in mathematics and science;
- international review of curriculum and assessment frameworks;
- literacy and reading standards;
- identification of and provision for special educational needs;
- vocational education and training.

Evaluation of:

- school effectiveness and added value;
- use of portable computers in schools;
- the European Network of Health Promoting Schools.

Development of:

- National Curriculum standard tasks and tests in English, Mathematics, Science and Welsh;
- theory tests for drivers and riders in the UK.

Section 11: REFERENCES AND GLOSSARY

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11. REFERENCES AND GLOSSARY

LEGAL REFERENCES

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- The Welsh Intermediate Education Act 1889
- The Education Act 1902
- The Education Act 1944
- The Education (Miscellaneous Provisions) Act 1948
- The Education (Miscellaneous Provisions) Act 1953
- The Education (Handicapped Children) Act 1970
- The Education Act 1980
- The Education Act 1981
- The Data Protection Act 1984
- The Education (No 2) Act 1986
- The Education Reform Act 1988
- The Children Act 1989
- The School Teachers' Pay and Conditions Act 1991
- The Education (Schools) Act 1992
- The Further and Higher Education Act 1992
- The Education Act 1993
- The Trade Union Reform and Employment Rights Act 1993
- The Education Act 1994
- The Disability Discrimination Act 1995
- The Education Act 1996
- The Nursery Education and Grant Maintained Schools Act 1996
- The Schools Inspections Act 1996
- The Social Security Act 1996
- The Education Act 1997

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- DES Circular 15/89 *Education Reform Act 1988: Temporary*
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- DES Circular 7/90 *Management of the School Day*
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- DES Circular 11/90 *Staffing for Pupils with Special Educational*
 WO Circular 58/90 *Needs*
- DES Circular 7/91 *Local Management of Schools: Further*
 WO Circular 38/91 *Guidance*
- DFE Circular 9/92 *Initial Teacher Training (Secondary Phase)*
 WO Circular 35/92
- DFE Circular 7/93 *Inspecting Schools*
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GLOSSARY

Access course

Offered largely by further education institutions, access courses aim to prepare students without academic qualifications for higher education. These courses are aimed mainly at mature students and are designed and taught to meet their needs. Some provide access to a particular institution of higher education, which may thus be involved in designing the course, but most are designed to offer access to higher education in general.

Articles of Government

A legal document which sets out the powers and duties of governing bodies.

Attainment targets

Attainment targets define the expected standards of pupil performance in terms of level descriptions at end-of-key-stage descriptions. They provide the basis for making judgements on pupils' attainment in particular aspects of a subject at the end of each key stage.

Awarding body

An organisation which awards qualifications. Awarding bodies include, for example, the Business and Technology Education Council and the City and Guilds of London Institute. Professional bodies which award their own qualifications are also awarding bodies, as are industry lead bodies who award their own National Vocational Qualifications.

Bachelor of Arts (BA)

A first degree usually specialising in one area of the arts or humanities, e.g. languages, geography, history, classics or a combination of these.

Bachelor of Science (BSc)

A first degree specialising in one area of science, e.g. chemistry, mathematics or combinations of these.

Block-release course

Courses for which employers release their employees for blocks of time for the purpose of training, usually in a further education institution.

Chief Education Officer (CEO)

The senior appointed official with overall administrative responsibility for education in a local education authority (LEA) in England or Wales. Required in every LEA and sometimes known as the Director of Education, the Chief Education Officer is responsible to the Education Committee of the local authority, on which elected councillors form the majority.

City college for the technology of the arts (CCTA)

Introduced under the Education Reform Act 1988 for England and Wales, city colleges for the technology of the arts aim to provide a broadly based secondary education—with particular emphasis on the technology of the arts — for pupils aged 11–18. City colleges for the technology of the arts are independent of local education authority control and obtain funding through sponsorship from industry and the Department for Education and Employment. CCTAs may not charge fees.

City technology college (CTC)

Introduced under the Education Reform Act 1988 for England and Wales, city technology colleges aim to provide a broadly based secondary education — with particular emphasis on science and technology — for pupils aged 11–18. City technology colleges are independent of local education authority control and obtain funding through sponsorship from industry and from the Department for Education and Employment. CTCs may not charge fees.

Comprehensive school

A school providing secondary education which admits pupils of all academic abilities.

Core subject

A Core subject is a compulsory subject under the National Curriculum (NC) in England and Wales and defined by the NC as one 'without which other learning cannot take place effectively'. The three core subjects in England are English, mathematics and science, because competence in language, numeracy and scientific method is considered a necessary basis for the remainder of the curriculum and for all aspects of adult life. In Wales, Welsh is also a core subject in Welsh-medium schools.

County schools

Schools which are totally financed and maintained by the State through the local education authority.

Cross-curricular theme

Strands of provision which run through the National Curriculum in England and Wales and may also extend into religious education and provision outside the basic curriculum. These include, at appropriate stages, such aspects as careers education, health education, political and international understanding.

Day nursery

A centre provided by private organisations or social services departments to care for children between the ages of two and five years (pre-compulsory education).

Day-release course

Courses for which employees may be released by their employer for one or two days per week.

Designated institution

Voluntary-aided sixth-form colleges and other institutions which have been designated as autonomous further education institutions under the 1992 Education Act in England and Wales. These institutions are funded by the Further Education Funding Councils for England and Wales respectively. Together with Further Education Corporations, these make up the Further Education Funding Council Sector.

Disability statement

The Disability Discrimination Act 1995 requires further and higher education institutions to publish a statement containing information on the provision of facilities for education made with respect to disabled persons. Schools must provide similar information in their annual report.

Doctorate

A postgraduate qualification, normally obtained after three years' full-time individual research, or the part-time equivalent.

Education welfare officer

Also sometimes known as 'social workers in education', education welfare officers are employed by the local education authority to monitor school attendance and combat persistent pupil absence.

First degree

A first degree is a higher education qualification normally obtained after three or four years' study, although some courses take longer and some may be studied part-time. Some institutions offer two-year accelerated degrees.

Further education (FE)

Full- and part-time education, outside the higher education sector, for persons over compulsory school age (16 years) including vocational, academic, social, physical and recreational courses. However, the education of people over compulsory school age is not considered to be further education when it is provided in schools.

Further education college

Establishments providing full or part-time education and training for students over compulsory school leaving age (16 years) and outside the university sector. Traditionally, further education colleges offered vocational courses. They now tend to offer a combination of academic and vocational courses, but some remain specialised, offering specific vocational education, as in colleges of agriculture and horticulture, technical colleges, colleges of art and of commerce. See also, tertiary colleges and sixth-form colleges.

Further education corporation

This term describes the autonomous status granted under the Further and Higher Education Act 1992 to further education colleges, tertiary colleges and sixth-form colleges under local education authority control in England and Wales, which have at least 15 per cent of their students attending full-time.

Further Education Funding Council Sector (FEFC sector)

The Further Education Funding Council sector is the further education sector in England and Wales, created by the Further and Higher Education Act 1992. It consists largely of institutions previously maintained by local education authorities, but which are now autonomous institutions receiving funding through the Further Education Funding Councils for England and Wales respectively. The FEFC sector also includes other institutions, such as voluntary-aided sixth-form colleges, designated by the Secretary of State.

General Certificate of Education Advanced-level (GCE A-level)

A single subject examination normally taken at age 18, following two years of study after the General Certificate of Secondary Education. Students normally attempt three subjects, but there are no formal requirements for a minimum or maximum number.

General Certificate of Education Advanced Supplementary examination (GCE AS examination)

Single-subject examinations, introduced in 1989, to broaden the curriculum of those studying Advanced-levels. They are designed to be of the same standard as A-levels, but include only half the content. There are no formal requirements as to the number to be taken, but pupils are likely to sit two Advanced Supplementary ('AS') Examinations in place of one of three A-level subjects.

General Certificate of Secondary Education (GCSE)

Replaced both General Certificate of Education Ordinary Level Certificate and the Certificate of Secondary Education in 1988. A single subject examination normally taken in a range of subjects (normally between five and eight) at age 16, and intended to be the main method of assessment at this age, under the National Curriculum assessment arrangements.

General National Vocational Qualification (GNVQ)

GNVQs are broad vocational qualifications related to a particular industry or sector of the economy. They were originally intended for young people over compulsory school age who remain in full-time education. However, the Part One GNVQ for pupils at key stage 4 (14–16 years) is currently being piloted. GNVQs are designed to offer a comprehensive preparation for employment as well as a route to higher level qualifications.

Grammar school

Selective secondary schools offering academically oriented general education. Entrance is based on a test of ability, usually at age 11. Most publicly funded schools are non-selective.

Grant-maintained (GM) school

Primary and secondary schools in England and Wales, which, under the provisions of the Education Act 1996, have, following a ballot of parents, opted to leave local education authority control and receive their funding in the form of a State grant.

Higher degree

Available to those who already hold a good first degree. A higher degree may be a taught or a research degree, or a combination of these. Taught degrees include an element of formal teaching and at Master's level usually require the student to undertake a supervised project in dissertation. However, almost all Doctorates are research degrees. The three levels are: Masters' Degrees, Doctorates and Higher Doctorates.

Independent school

A private or independent school is any school at which full-time education is provided for five or more pupils of compulsory school age (whether or not such education is already provided for pupils over or under that age). The term does not include a school maintained by a local education authority (LEA), a self-governing grant-maintained (GM) school or a special school not maintained by an LEA.

Instrument of Government

A legal document which sets out the composition of governing bodies and their working rules.

Key stage

The periods in each pupil's education to which the elements of the National Curriculum apply. There are four key stages, normally related to the age of the majority of the pupils in a teaching group. In England and Wales these are: beginning of compulsory education (age 5) to 7, 7-11, 11-14 and 14 to the end of compulsory education at 16.

Lay Inspector

A Lay Inspector is part of a team of inspectors led by a Registered Inspector which inspects schools under the School Inspections Act 1996. A Lay Inspector does not have professional experience of the management or the provision of education in any school, other than as a governor or in another voluntary capacity and may be drawn from the community or from industry and commerce.

Lead body

Lead Bodies (LBs) are autonomous industrial training bodies which exercise responsibility for training for specific occupations or groups of occupations. These voluntary associations are made up of representatives of employers and employees within a particular occupation and determine the standards of competence associated with those occupations. Lead bodies, along with Industrial Training Organisations, are currently undergoing a change of status and will become National Training Organisations.

Licensed Teacher

A Licensed Teacher is a mature person who has successfully completed at least two years of higher education and who is appointed to a teaching post 'under licence'. The Licensed Teacher receives training in the theory and practice of education, tailored to his/her needs. When satisfied that the teacher has the required competences, the employer applies to the Department for Education and Employment (DfEE) or Welsh Office for the teacher to be granted Qualified Teacher Status (QTS).

Local education authority (LEA)

Local education authorities (LEAs) are locally elected county, metropolitan district or borough councils in England and Wales, which have a statutory duty for the provision and organisation of public education services in their area.

Local management of schools (LMS)

The Education Reform Act 1988 in England and Wales established that individual schools, with a few exceptions, should assume more responsibility for their own management. As a result of this policy of local management of schools, responsibility for the financial and general management of the school, including many of the responsibilities relating to the recruitment, deployment and remuneration of teaching and non-teaching staff have been delegated from the local education authorities (LEAs) to school governing bodies.

Maintained school

In England and Wales this term refers to publicly funded schools, financed either through the local education authorities or through the Funding Agency for Schools (FAS). Maintained schools may not charge fees, except for specific out-of-school activities.

Masters' Degree

A Masters' Degree is a higher degree that normally requires one or two years' full-time study, or the part-time equivalent. They may be taught degrees or research degrees but both usually require the student to undertake a supervised project or dissertation. Taught degrees include an element of formal teaching.

Middle school

Schools catering for children in compulsory education from the ages of 8–12 or 9–13 years. Legally, such schools are deemed primary schools when most of the pupils are under the age of 11 and secondary when the majority of pupils are over 11.

Minister of State (for Education)

Second in command to the Secretary of State for Education, who is the Government Minister responsible for the Department for Education.

National Curriculum

Requirements for the curriculum for all pupils of compulsory school age (5-16) in England and Wales were introduced under the Education Reform Act 1988, and are now governed by the Education Act 1996. Pupils are required to follow a basic curriculum comprising the National Curriculum subjects and religious education. National curriculum subjects are: English, Welsh (in Wales), mathematics, science, design and technology, information technology, history, geography, art, music, physical education and a modern foreign language from key stage 3.

National Vocational Qualification (NVQ)

National Vocational Qualifications are job-specific vocational qualifications aimed largely at people who have already left full-time education. Qualifications are regulated by the Qualifications and Curriculum Authority (in Wales, The Qualifications, Curriculum and Assessment Authority).

Parliamentary Under-Secretary

Parliamentary Under-Secretaries are Members of Parliament who support and assist the Secretary of State for Education and Employment, for Wales and, where applicable, their Ministers of State.

Pastoral care

The guidance given to pupils by school staff relating to their academic, personal and social development, attendance and behaviour.

Permanent Secretary

The chief civil servant in a government department, who is responsible directly to the Secretary of State.

Permanent Under-Secretary

A Permanent Under-Secretary assists the Permanent Secretary, who is the senior civil servant in a government department.

Postgraduate degree

Available to those who already hold a good first degree. They may be taught or research degrees or a combination of these. Taught degrees include an element of formal teaching and at Master's level usually require the student to undertake a supervised project in dissertation. However, almost all Doctorates are research degrees. The three levels are: Masters' Degrees, Doctorates and Higher Doctorates.

Programme of study

The knowledge, skills and processes which must be taught to pupils in each subject area during each key stage of the National Curriculum, in order for them to meet the objectives set out in 'Attainment Targets'.

Pupil referral unit (PRU)

Local education authorities in England and Wales must establish pupil referral units (PRUs) for the education of those pupils who, for reasons of disability, truancy or prolonged illness are not attending mainstream schools.

Qualified Teacher Status (QTS)

In England and Wales, all teachers who teach in maintained schools for pupils of compulsory school age (5-16), and those appointed since 1st September 1989 to teach in nursery schools (2-5), are required to have Qualified Teacher Status. Qualified Teacher Status is awarded by the Secretary of State for Education and Employment on satisfactory completion of an approved course of initial teacher education.

Registered Inspector (Rgi)

Registered Inspectors are trained team leaders contracted to conduct school inspections in England and Wales. They establish and lead teams of trained and approved inspectors, are responsible for all aspects of the inspection entrusted to them and must take part in each inspection.

Sandwich course

Courses, usually at undergraduate level, in which periods of study in a university/college alternate with periods of training and experience in industry, commerce or the professions.

Schedule 2 course

Schedule 2 courses are those courses (laid down in Schedule 2 of the Further and Higher Education Act 1992) for which further education institutions may receive funding from the Further Education Funding Councils.

School development plan

The Department for Education and Employment recommends that school governing bodies should establish and implement a school development plan to promote the effective management of their school.

School governing body

All maintained schools in England and Wales must have a school governing body, comprising representatives of the local education authority (in LEA-maintained schools), representatives of the foundation body (voluntary schools), the community, parents and the teaching staff of the school. The body is responsible for making decisions on the general direction of the school and its curriculum, subject to the requirements of the National Curriculum. Further education institutions also have governing bodies.

Secretary of State

A government Minister (appointed by the Prime Minister) who is responsible for a government department. The Secretary of State is a member of the Cabinet and is assisted by a Minister of State and Parliamentary Under-Secretaries. The Secretary of State for Education and Employment is accountable to Parliament for giving direction to and controlling the public education system in England. The Secretary of State for Wales has the same responsibility for education in Wales.

Sixth-form college

Post-compulsory educational establishments in the further education sector, exclusive to England and Wales which, for historical reasons, offer largely full-time academic courses for students aged 16–19. Sixth-form colleges may also offer vocational courses.

Special agreement school

Term used to describe certain voluntary schools in England and Wales which owe their existence to pre-1941 agreements between voluntary bodies (usually religious or charitable) and the State. Special agreement schools receive all their recurrent expenditure through LEAs and are eligible for 85 per cent funding of capital costs. School governors appointed by the founding body (foundation governors) must outnumber all the other governors including local education authority appointees and parent/teacher representatives.

Special educational needs

Term used to describe the requirements of children with difficulties in one of the following areas: learning, behaviour or emotional, social or physical development, which either affect their educational progress or require provision other than that normally provided. In England and Wales, if a child is considered to need additional arrangements to those generally available, the local education authority is obliged to issue a formal statement of the child's identified needs with proposals to meet them. The child is described as 'statemented'.

Special school

Special schools provide education for children with 'special educational needs' who cannot be taught satisfactorily in an ordinary school. Special schools are generally much smaller than mainstream schools and have a lower pupil/teacher ratio.

Standing Advisory Council for Religious Education (SACRE)

Under the Education Act 1996, every local education authority in England and Wales must establish a Standing Advisory Council for Religious Education (SACRE). Its function is to regulate religious education in the Authority's schools.

Statement of special education needs

A statement of special educational needs is a formal statement which a local education authority (LEA) is obliged to issue and which identifies the specific educational needs of a child. The document also lists the special educational provision required and various other proposals to meet these needs.

Statutory Instrument

An Order which is regarded as an extension of an Act of Parliament (Law) enabling provisions of the Act to be augmented or updated. Statutory Instruments provide detailed procedures for the implementation of Laws and have the power of law.

Tertiary college

Educational establishments for the 16–19 age group, which combine the functions of a further education college and a sixth-form college, and which offer further education through a full range of courses, both vocational and academic.

Voluntary-aided schools

Schools in England and Wales which were originally established by a foundation body (usually religious or charitable). They receive all their recurrent expenditure through LEAs and are eligible for 85 per cent funding of capital costs. School governors appointed by the founding body (foundation governors) must outnumber all the other governors including local education authority appointees and parent/teacher representatives.

Voluntary-controlled school

Schools in England and Wales, which were originally established by foundation bodies, usually the Church of England, but whose total recurrent and capital expenditure are met by the local education authority.

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