



improving learning  
through technology



**ICT-supported learning is a key motivator for the majority of 14-19 year olds. The opportunity to collaborate with their peers, to create their own material and to personalise and reflect upon their learning, leads them to engage more effectively. This engagement is a key element in improving retention and achievement for this age group.**

Personalised learning is a major goal in both the proposed 14-19 reforms and the Gilbert review. The embedded use of ICT supports and delivers personalised learning which is fully inclusive.

how technology supports 14–19 reform  
an essential guide

# what is the 14–19 agenda?

**The 14-19 reforms aim to transform the delivery of learning from Key Stage 4 onwards. They reflect key priorities from the National Strategies, the 5-year Strategy for Children and Learners, Every Child Matters, the Framework for Achievement, and the UK Skills Agenda. All types of education provider working with 14-19 year olds will be expected to engage with the reforms.**

Some of the explicit aims of the reforms are to:

- Provide broad, balanced and flexible curricula
- Encourage attainment and retention at age 16
- Offer a wider range of assessment levels to promote inclusion
- Improve core skills for employability
- Close the gap between vocational and academic provision
- Promote partnership working across providers.

In order to achieve these reforms, the Government has set out the following agenda:

- New, specialised Diploma pilots established by April 2007
- All local authorities to produce an Area Prospectus to describe their local offer by Autumn 2007
- Students enrolled on the Diploma pilots in September 2008
- First students graduate with Diplomas in Summer 2010
- Continual rollout of new subject areas until 2013
- All learners offered their choice of Diploma in one of 14 subjects by September 2013



# how Becta is supporting 14-19 refo

## **Becta believes that 14-19 reform cannot be realised without the embedded use of ICT.**

- Effective use of ICT will be essential to record and synthesise a learner's achievements into an **assessment** record. Becta is working with its partners to ensure protocols and common frameworks for the transfer of pupil data.

As part of a comprehensive and integrated system of ICT procurement in the London Borough of Lewisham, the 14-19 Partnership has been embedding the use of an area-wide learning platform, and collaborating on creating resources to populate the subject areas. Achievement of at least 5 A-C grade GCSEs at 16 borough-wide has significantly increased over the last two years.

- It is essential to have effective systems for **sharing data** with and between organisations, learners and stakeholders in education and training. Such shared data should be used to positively affect provision for learners both individually and as groups. Becta is working with partners across all sectors to ensure that appropriate standards are used to support this process
- Electronic portfolio services will be widely used. The use of **e-portfolio software** promotes reflection, personal learning and thinking skills. It also provides a much richer picture of a learner's progress. Becta, with JISC, is leading national developments toward e-portfolio and e-assessment functional specifications to support the 14-19 Diploma in particular.
- Becta's work with JISC and the DfES in establishing **unique learner identification** will enable learners to access content and information from a variety of learning providers and through transition phases.

- Where learning takes place in the **workplace**, ICT improves communications between providers so that duty of care can be more fully effective. Interactive simulations or communications with vocational experts via technology such as videolinks are likely to extend opportunities for learners, particularly those in rural locations. Becta researches and disseminates examples of best practice in using ICT to schools, local authorities, colleges, centres of community learning and the workplace.
- ICT has a key role to play in re-engaging **disaffected learners** with the wider curriculum. It helps learners of all abilities, the majority of whom need to use ICT in their work, to develop core skills for the workforce. Becta is gathering and disseminating evidence of best practice. Working with partners, Becta supports the training for staff engaged in the delivery of the Diplomas, and influences development system-wide.



- The wide availability of **inclusive and accessible content** is critical to support learners. Becta is working with the UK's software industry to define the specifications to support this goal.
- Regular, timely and appropriate **staff training** is essential if ICT is to be embedded within curriculum delivery. Becta is working with partners across the phase to create a framework for workforce development that enables practitioners to maximise the potential of technology for learning.
- It is essential for all learning institutions to gain **best value** on their investment in ICT. Becta has established a range of purchasing frameworks and technical specifications to assist schools and colleges in their procurement of ICT.

# what schools and colleges should be doing

- Use Becta's self-review framework for schools, colleges or local authorities with your 14-19 partners to develop your capability to support the 14-19 reforms using ICT
- Use Becta procurement frameworks to ensure all your 14-19 partners are getting the best value from their ICT investments
- Engage with the 14-19 ICT and e-learning community by signing up to Becta's 14-19 mailing list
- Support staff to engage with the personalisation agenda and the Diploma training that will be offered through the Specialist Schools and Academies Trust (SSAT) and the Quality Improvement Agency (QIA).



In Rural Partnerships, technology can help those in rural locations to have home and / or local access to e-learning, overcoming the limitations of costly and time-consuming travel.

# further information

DfES 14–19 Gateway  
**<http://www.dfes.gov.uk/14-19>**

The self-review framework  
**<http://www.becta.org.uk/schools/selfreview>**

Becta's procurement frameworks  
**<http://www.becta.org.uk/schools/procurement>**

Becta's 14–19 mailing list  
**<http://lists.becta.org.uk/mailman/listinfo/14-19e-learning>**

14–19 site from the Qualifications and Curriculum Authority  
**<http://www.qca.org.uk/14-19>**

The Specialist Schools and Academies Trust's Vocational Learning advice site  
**<http://www.ssatrust.org.uk/vocationallearning/default.aspx>**

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