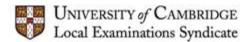
Evidence-informed policy: Let's not base our 14-16 strategy on myths and misunderstandings



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#### Myths

- High performing systems are not 'routed' systems
- The A level system is narrow and inflexible
- We need 'a system' which everyone can understand
- Parity of esteem must be achieved



# Myth 1 High performing systems are not 'routed' systems

- Dual system countries Germany, Austria, Switzerland around 45pc
- Finland 94pc remain in education and training after 16;
   45pc in vocational schools
- Netherlands vocational route from year 9 high esteem system – 40pc
- Australia 40pc on upper secondary vocational route
- In 'integrated' or 'unified' systems, people make choices.



### Myth 2 The A level system is narrow and inflexible

- A levels allow high intensity HE
- Top combination maths, biology and chemistry taken by just over 4pc of candidates
- 21,000 combinations and we stopped counting
- We achieve high levels of general education early



# Myth 3 We need 'a system' which everyone can understand

- The WHOLE system?
- The spurious claims of the NQF
- Of course people need to make informed choices
- Fitness for purpose
- Opportunities for movement across routes at key points



### Myth 4 Parity of esteem must be achieved

- Fitness for purpose is more important than parity
- Pursuit of parity has given us 'academic drift'
- Diploma rationale perpetuated myths of a unified system
- Real apprenticeship is worth pursuing
- Weak apprenticeship has fuelled substitution



#### 14-16 - 16-19? Routes from 14?

- There ARE gaps early taking of GCSE maths
- Obsession with qualification-led change
- Stop pursuing the wrong goals parity of esteem, a 'tidy' system
- The importance of 'essential elements' of maths, science and literacy
- We should NOT see the issues as vocational VERSUS academic