

Edge & Rethinking Assessment Baccalaureate Working Group

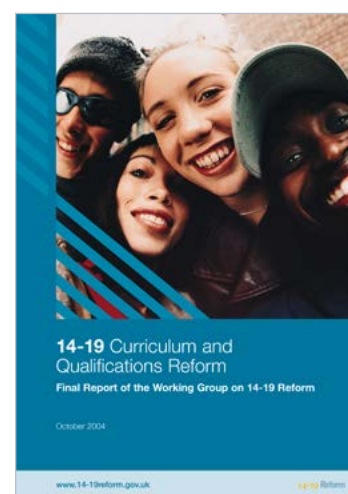
Useful Reports

Tomlinson Report

14-19 Curriculum and Qualifications Reform Final Report of the Working Group on 14-19 Reform
October 2004

<http://www.educationengland.org.uk/documents/pdfs/2004-tomlinson-report.pdf>

- Report of the 2004 Working Group, often referenced in any thinking about qualifications.
- Developed a framework for learning encompassing knowledge, skills and attributes such as problem solving and creativity; functional maths, literacy, communication and ICT; vocational and academic subjects and disciplines; wider activities including careers guidance; and an extended project.
- Proposed the development of Diplomas based on 14 'lines of learning'.



Royal Society & Kantar Public

Broadening Curriculum Research Report
March 2019

<https://royalsociety.org/-/media/policy/Publications/2019/broad-and-balanced-research.pdf>

- Reports on research to explore parents' views of secondary education, particularly curriculum breadth, and the role of maths and science.
- Parents often felt uninformed about the secondary system, or that it did not prepare pupils for adult life. Some felt their children had to make choices between subjects too early.
- They were not particularly aware of curriculum in other countries, and where they had heard of the International Baccalaureate they often felt it was aimed at gifted and talented children.
- There were concerns that breadth would add pressure to already stressed children or disadvantage those who already knew their focus.
- In a future curriculum, they wanted to see work experience, numeracy and practical maths, IT and computer skills in particular.



ASCL

The Forgotten Third, Final report of the Commission of Inquiry **September 2019**

https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/The-Forgotten-Third_full-report.pdf

- Reports on the third of pupils who do not achieve at least a grade 4 in maths and English GCSE after 12 years of schooling, and how to improve their prospects.
- Proposes a Competency-based 'Passport' qualification to replace GCSE English language, which could be taken when a pupil is ready rather than at a particular age. There could also be a similar 'Passport' for maths.
- Pupils would no longer have to retake GCSE maths and English until they pass - a requirement which is not fulfilling its purpose as many continue to fail.
- Wide-ranging recommendations include government setting up a cross-sector review of England's GCSE system and a parallel review of the high-stakes accountability system.



FE News

Rethinking Assessment: Education system not fit for the 21st century **January 2021**

<https://www.fenews.co.uk/skills/responsibility-for-exams/>

- A report of a coalition, led by Robert Halfon MP, calling for a Royal Commission on education to sweep away the 'factory model'.
- Calls for urgent change, including replacing GCSEs with a Baccalaureate incorporating academic and vocational education at 18.
- Suggests using digital technology to develop a more personalised system where students can progress at their own pace.
- Proposes using technology, including AI, to provide seamless learning between school and home.
- The letter itself is here <https://www.roberthalfon.com/news/letter-sunday-times-future-education>



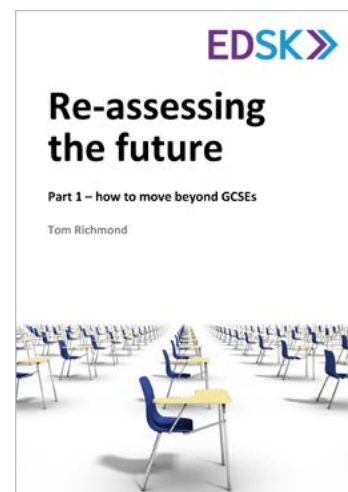
EDSK

Reassessing the Future, part 1: how to move beyond GCSEs

January 2021

<https://www.edsk.org/publications/reassessing-the-future-part-1/>

- The average number of subjects taken by 16 year olds has fallen from 11.2 in 2010/11 to 7.7 in 2019, while pupils take over 30 hours of exams at GCSE. In 2018, only 5% of Key Stage 4 exam entries were approved vocational qualifications.
- Recommends dividing secondary education into two phases - lower secondary from 11-15 and upper secondary from 15-18.
- National Curriculum should be extended to 15, GCSEs replaced with national computer-based assessments in almost all NC subjects at 15, leading to the award of a 'Lower Secondary Certificate' but no grades.
- There are also recommendations for accountability and for changes to the ways in which schools are configured.



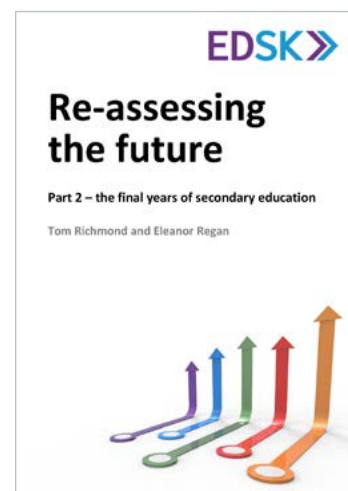
EDSK

Reassessing the Future, part 2: the final years of secondary education

April 2021

<https://www.edsk.org/publications/reassessing-the-future-part-2/>

- 'Upper Secondary Education' from 15-18 should consist of a Baccalaureate for all pupils.
- The Baccalaureate should have 3 different pathways: Academic, Applied (related to broad areas of employment) or Technical (related to specific occupations or trades).
- It should have three levels: foundation, standard and higher, graded at Distinction-Merit-Pass-Fail, and will require all to study 'core English' and 'core Maths'.
- At the end of Upper Secondary, students will receive their Record of Educational Achievement documenting their grades at each level and in each course.

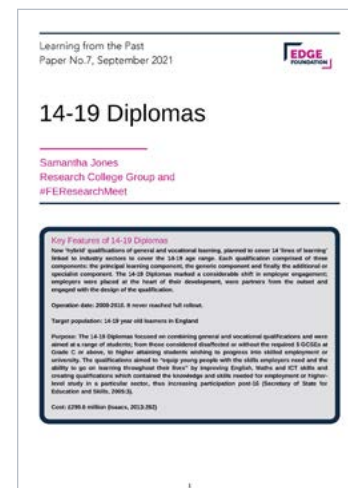


Edge Foundation, Samantha Jones, Research College Group and #FEResearchMeet

Learning from the Past Paper No.7, 14-19 Diplomas September 2021

https://www.edge.co.uk/documents/252/Learning_from_the_past_Paper_No._7_J6Qo2QY.pdf

- Sets out the key features of the Diplomas proposed by Tomlinson, explores the initial development and its cost - the programme was never fully implemented.
- Problems included complexity, with ten 'hurdles' before students achieved a qualification, with neither employers nor the higher education community happy with the content.
- An overview of the way in which the policy was developed suggests complexity of using consortia to deliver the different Diplomas, lack of practitioner involvement in the early stages of design, insufficient attention paid to the training and development of the workforce and a significant scaling back of funding.
- In its conclusions, the report notes similarities with the government's T Levels programme and the problems of reforming a single qualification rather than the whole system.



A New Era Commission

Qualifications for a New ERA: Equitable Reliable Assessment, Final Report of the Independent Assessment Commission February 2022

<https://neu-era.s3.eu-west-2.amazonaws.com/downloadable/BJsJE4HobiNYRd7QUSNbyiraxtbFSCWu6eahtU7Q.pdf>

- Sets out the case for change in qualifications for 14-19 year olds, including an overview of evidence from different organisations considering qualification reform.
- Looks at alternatives already operating internationally (Singapore, Norway, Queensland Australia and New Zealand) and within the UK, including in England the International Baccalaureate, the Extended Project Qualification and approaches from Bedales and XP School.
- Considers how large-scale, ethical and sustainable change happens, including alignment of values, stakeholder engagement, teacher development, systemic integrity, and time.
- Sets out a vision to recognise the achievements of every young person and to allow every student to thrive, along with five principles and ten recommendations for action.



National Baccalaureate Trust

Proposals for A National Baccalaureate for England

March 2022

https://drive.google.com/file/d/1sAiv4IE_31ZDACUzBoZbDB12UF8xeGyy/view

- Suggests that young people's educational careers are defined by exam results, and too many, particularly those at the lower end of the attainment range, leave school without a fair record of their achievements however hard they work.
- Sets out design principles, including the need to be universal, deliverable in our current institutions and within the current curriculum model of subjects and units.
- Proposes a Baccalaureate in two parts (14-16 and 16-18), containing core learning (English and maths, and a combination of subjects corresponding to our current exams but with reduced curriculum volume in order to pursue a more varied curriculum) and Personal Development (including an independent extended project).
- Sets out 6 principles, 4 key capacities and 2 staging posts on the way to introducing a Baccalaureate.



Pearson

Qualified to succeed: Building a 14-19 education system of choice, diversity and opportunity Pearson's report into the Future of Qualifications & Assessment in England

March 2022

<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/future-of-assessment/pearson-report-future-qualifications-assessment-england.pdf>

- Established that a good education system should equip individuals with the tools they need to thrive, facilitating access to work and engaging in life beyond school; be progressive, promote choice, and contain a broad and inclusive curriculum; be a system where attributing failure is never a consequence of recognising achievement.
- Identified 4 principles for reform: empowerment, coherence, adaptability, innovation.
- Recommended innovations to make GCSEs work better for all learners, adapting the Ebacc and Progress 8 measures, offering individualised progression pathway, reintroducing different types of assessment into qualification design where valid. Also urged an urgent rethink of the policy of retaking GCSE Mathematics and English
- Also proposed a coherent curriculum framework; a system of continuous, evidence-based improvement rather than wholesale reform; greater diversity and representation in curriculum; assessing the right skills in the right way, enabling learners to highlight strengths and successes; bringing work themes into the classroom; accelerating digital transformation.

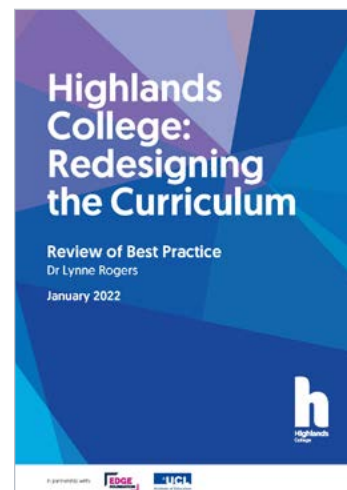


Dr Lynne Rogers in partnership with IOE, UCL's Faculty of Education and Society, and the Edge Foundation

Highlands College: Redesigning the Curriculum - Review of Best Practice **March 2022**

<https://www.edge.co.uk/research/projects/research-reports/highlands-college-redesigning-the-curriculum-review-of-best-practice/>

- Reports on a series of literature reviews of international best practice and research evidence on key areas underpinning curriculum design, including enrichment and global citizenship; future and digital skills; health and wellbeing; mentoring and coaching; and next steps into employment, further and higher education.
- The report includes examples from the International Baccalaureate programme and best practice in states such as Scotland, Finland, US, Australia, Canada and New Zealand.



Highlands College Jersey

Piloting International Future Skills at Highlands College **April 2022**

<https://www.edge.co.uk/news-and-events/blogs/piloting-international-future-skills-at-highlands-college/>

- A blog exploring the new qualification, the Jersey International Future Skills Framework, being piloted from September 2022.
- The JIFS contains 4 modules integrated with students' vocational learning, is a student-led approach which relies on mentoring and facilitation, and a progressive approach to assessment
- While exams will still have a place, students are expected to demonstrate their skills in practice, with digital credentials awarded by City and Guilds.
- More detailed information on the qualification can be found here <https://www.highlands.ac.uk/jifs/>



Rethinking Assessment

Draft Rethinking Assessment Learner Profile

June 2022

<https://rethinkingassessment.com/learner-profile/>

- A website that offers a draft learner profile, laying out the areas that could be covered, which was launched in June 2022 and is currently being tested with key groups.
- The learner profile does not replace GCSEs, A levels, BTECs and T levels but will complement them and give a fuller picture of students' achievements.
- Explores the importance of this approach for equity and inclusion.
- Provides answers to questions about the learner profile approach, explaining its usefulness to employers and universities, the possibilities for students of all backgrounds and abilities, and ways in which it can be developed without adding to teacher workload or pupil stress.



Times Education Commission, Final report

Bringing out the Best: How to transform education and unleash the potential of every child

June 2022

see particularly pages 35-41

<https://nuk-tnl-editorial-prod-staticassets.s3.amazonaws.com/2022/education-commission/Times%20Education%20Commission%20final%20report.pdf>

- Report of the wide-ranging commission on education run by the Times newspaper, covering many areas of education including curriculum, assessment, teaching, technology, mental health, SEND, and schools in the community, and developing aims and purposes of education.
- The chapter on assessment reports that 94% of teachers surveyed said that GCSEs needed reform.
- It proposes the introduction of a British Baccalaureate at age 18, a rigorous and broad qualification with academic and vocational learning under the same umbrella. It would be based on the International Baccalaureate, pupils would take either the academic Diploma Programme or the Career-Related Programme, with options to mix and match from both.
- At 16, pupils would take exams in 5 key subjects with continuous assessment and online testing contributing to their grades, and allowing for school level accountability.



Tony Blair Institute

Ending the Big Squeeze on Skills: How to Future-proof Education in England

August 2022

<https://www.institute.global/insights/public-services/ending-big-squeeze-skills-how-futureproof-education-england>

- Suggests that workers will need skills to complement new technologies and that the education system needs to change radically to provide this. Proposes three phases of change for assessment, along with changes to inspection and curriculum.
- For assessment, proposes scrapping the EBacc and reforming Progress 8 to include other valuable non-EBacc GCSEs.
- Suggests introducing elements of the 4Cs (collaboration, communication, critical thinking and creativity) as an accountability measure for schools.
- Proposes replacing GCSEs and A-levels with a new qualification at 18 drawing on the International Baccalaureate and based on continuous assessment between 16-18, and a set of low-stakes assessments at 16 to inform pupil choice and hold schools to account.



Scottish Government

Independent Review of Qualifications and Assessment, Scotland, Interim Report

March 2023

<https://www.gov.scot/publications/independent-review-qualifications-assessment-scotland-interim-report/>

- Reports on the review process, the evidence gathered and the principles that should underpin reform.
- Proposes in broad outline the new qualification system that is needed, including reducing external assessment and exams; integrating vocational and academic approaches; broadening the focus to include skills and other competencies; digital assessments and a digital learner profile; development of a Senior Phase Leaving Certificate.
- Qualifications could include subject, personal pathways and skills in context.



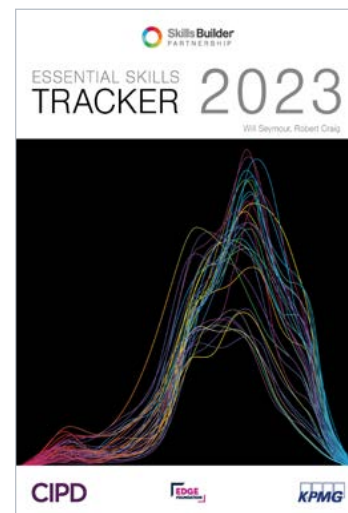
SkillsBuilder Partnership

Essential Skills Tracker 2023

March 2023

<https://www.skillsbuilder.org/file/essential-skills-tracker-2023>

- Essential Skills, such as problem solving, teamwork and leadership play a significant role in our economy, businesses, education and broader lives.
- Around 18% of the working population has above average education level, literacy, and numeracy, but a very low essential skill score. This group has the worst job satisfaction, life satisfaction, and sense of their life being worthwhile. They also earn much less than their peers.
- Recommends a consistent, cohesive approach so that individuals have the portfolio of skills (basic, essential and technical) they need to succeed, building essential skills in education, with a standardised approach and a shared language that extends into employment.



Greater Manchester Combined Authority

Towards an integrated Technical Education, Skills and Work City-Region: Starting the Conversation

May 2023

<https://www.gmconsult.org/work-and-skills/mbacc/>

- A consultation that closes on 30 June.
- Suggests two equal pathways for young people as they make their GCSE choices: one academic and one technical.
- Proposes a Greater Manchester Baccalaureate (MBacc) from September 2024 for those pursuing technical education, to sit alongside the EBacc for those looking to university education.
- The MBacc would guide students towards subjects to maximise their chances of getting a good local job. They could take Engineering and creative subjects alongside a core of maths, English and Computer Science. The consultation is seeking views on other subjects that might be included.



It's Our Future – Independent Review of Qualifications and Assessment: report

Final report of the Independent Review of Qualifications and Assessment in Scotland.

22 June 2023

<https://www.gov.scot/publications/future-report-independent-review-qualifications-assessment/documents/>

- A comprehensive overview of evidence, and of the conversations and debates held as part of the review.
- Outlines vision and principles for future qualifications and assessment in Scotland and sets out a route map from current practice to a new system.
- Proposes a Scottish Diploma of Achievement, to include Programmes of Learning, Project Learning and Personal Pathways, offering the opportunity for learners to have a broader range of achievements recognised - the SDA would not be graded.
- Proposes removing external assessment at S4 and a combination of external and internal assessments across S5 and S6.
- Recommends a digital profile for all learners which allows them to record personal achievements, identify and plan future learning.



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