

REMS – 14-19 Reform Programme

Coding Framework

Parent Nodes	Description	Children Nodes	Description
Qualifications	The main focus of this is the qualifications or elements that QCA is responsible for. This is also a key link into the strands. But we should also code in other and proprietary quals those that are not part of the reform.	14-19 Education	Reform issues led by QCA that are not related to specific qualifications. Would cover the general offer or curriculum rules governing 14-19 or the combined impact of reforms.
		A levels	Changes to A Level specifications to reduce them to 4 modules or change the nature of assessment and Grading. The A* and increased challenge of questions. Includes references to applied A Levels.
		Apprenticeships	The impact of various reforms or qualifications on the apprenticeship scheme. These might be linked to QCA work or issues led by other agencies. The role the apprenticeship plays in the curriculum offer.
		Diplomas	New diplomas at levels 1-3 covering 14 lines of vocational learning and the 3 general diplomas.
		Extended project	Extended project at levels 1-3 developed primarily for use on the Diploma or alongside GCSEs and A level. Part of reduction in coursework, stretch and challenge in these quals.
		Foundation Learning Tier	Developing a coherent range of provision below L2, backed by simple planning & funding mechanism. Improve progression routes to L2 and introduce credit based units and quals. Includes entry or pre entry and programmes for independent living or special needs.
		Functional Skills	To include any key skills references. FS is the ability to use basic English, maths and ICT in a range of practical & everyday settings. It is locked into all quals routes e.g. GCSEs, Diplomas & Apprenticeships.
		GCSEs	Changes to specifications or assessment particularly in Science, Maths and English. Will cover references to 'controlled assessment' to replace coursework in GCSEs. Note - not 'applied' or vGCSEs.
		HE Modules	These are HE modules taken in school and college ahead of the normal age, it relates to personalisation, stretch of the most able, flexibility and increase enrichment.
		Personal Learning Thinking skills	PLTS - an element of the curriculum linked to a wider set of personal skills. May cover employability, team work, study skills, creative thinking. Not a qualification as such but covered by some awards or in the Diploma. Other softer skills.
		Post 19 adult skills and education	Issues related to skills agenda ,training for adults and adult education. Only use if there is no definite qualification to which the extract is referring
		Pre 14	Changes to KS3 as part of the alignment with 14-19 it will also cover references to KS1 & 2 and any references to education 5-14 like 'Every Child Matters'.
		VGCSEs	Refers specifically to applied GCSEs sometimes referred to as vGCSEs (vocational GCSEs).
Vocational Qualifications	They are mainly vocationally related qualifications which compete with the diploma E.g. those offered by BTEC, OCR, City & Guilds.		
Other quals	References to any other qualification (NVQ,ASDAN, EDI etc) or past quals e.g. GNVQs, CPVE, O'Levels.		

REMS – 14-19 Reform Programme

Coding Framework

Curriculum Aims	These are the reform aims, here we should include text that is talking about hoping, not and actually meeting the aims.	Curriculum content and combination	Changes to the subjects or combinations of qualifications offered. Changes to the content of individual qualifications
		Engagement	Will cover any references to disaffected (i.e. NEETs and drop outs) and specific or general measures to re-engage them in education, training or community projects.
		Flexibility	Relaxing the curriculum rules so that learners can take quals when they are ready and spend time on particular weak or strong areas. End the age stage view of the curriculum. Flexibility in design & implementation.
		Improving assessment	Specific changes to assessment to improve validity, reliability or reduce the burden for teachers/learners. Also includes strategies to modernise the exam system like e-assessment or on line marking.
		Increased choice	Measures to widen choice of options on where and what to study. Increasing the range available.
		Motivation & participation	This is about encouraging learners to engage and stay on in education in Post 16. Making learning more interesting, enjoyable and active.
		Opportunities For all	Linked to aim of more prosperous and fairer society, national entitlement for all, greater accessibility and unfairness reduced. Covers equality & diversity issues.
		Personalisation	Tailoring the programme offer for individual learner needs catering for different learning styles and combinations of qualifications. Develop an individual curriculum offer for each person.
		Progression	It is about different progression pathways and routes through quals or into employment and HE.
		Raise achievement levels	Specific targets in the reforms to raise achievement levels at Level 2 & 3. Should include references to issues for learners across the achievement spectrum. Would include barriers to achievement and factors which enhance
		Reconfigure curriculum delivery	The intention to re-organise the offer available, the way the curriculum is delivered and the changes to organisations or local delivery models e.g. funding, partnership.
		Strengthening skills	Improving the skills of young people for life and work – Mainly covered by PLTS and functional skills., employability
		Stretch & challenge	Assessment of A' levels and challenging the higher achievers. Might include issues from new exam questions, A*grade , extended project or use of HE modules
Vocational route	It is about redeveloping the vocational pathway to improve its clarity, coherence and integration. Mostly linked to diploma but also references to linked work experience or progression to employment in other quals		
Other curriculum	References to issues not covered in the other Nodes		

REMS – 14-19 Reform Programme

Coding Framework

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Stakeholders	It is about stakeholder involvement, wishes and consultation.	Awarding bodies	Any specific reference to an awarding body.
		Employers	Employers or their representative bodies (i.e. SSCs or CBI) To include references to work based learning
		FE	Colleges of FE - or sixth form colleges
		HE	References to universities and HE institutes or UCAS
		LEA	References to Local Authorities
		Other centres	Any training provider or centre which is not either FE, HE and schools. . Would include prisons, community settings, private training provider.
		Other government agencies	
		Parents	References to views and concerns of parents.
		Regulators	Specifically QCA (now Ofqual), SQA, CCEA - Might also include other bodies who have some regulatory functions (Commission for Skills, SSDA etc).
		Schools	All types of schools, including independent, academies, faith etc.
		Teachers	Any references to teachers, lecturers or tutors.
Other stakeholder interests	Likely to include any bodies not covered above.		

Learners	Any reference to learners including	Age-related	References to issues affecting different age groups both in school or employment.
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REMS – 14-19 Reform Programme

Coding Framework

issues	the impact of the reforms, perceptions or needs		
		Demographics	The impact of gender, ethnicity, faith, social and economic factors, social background etc.
		IAG and support	Information, guidance, support and advice for learners including reference to their needs in this respect.
		Learner capabilities	Different ability or achievement levels and specific skills of learners. Strengths and weaknesses in skills or knowledge.
		Learner perceptions	Views and opinions or feedback on the experience of the new qualifications or curriculum arrangements.
		Special needs	Any references to learning difficulties, disability, special requirements.
		Other learner issues	Any other learner issues.
Delivery	The implementation of the reforms and the issues that are arising. Should indicate changes from the current status quo.	Completion & Progression issues	Achievements of these pathways or routes.
		Consortia & partnerships	Collaborative working between centres incl FE and schools. Local partnerships or consortia issues.
		Curriculum offer	Range and nature of subjects and options available, structure of this offer, timetabling, compulsory elements and enrichment opportunities, school day, prospectus, structure of a particular programme ie Independent living etc
		Funding	Income to support centres and consortia in delivering the curriculum. Responsibilities for funding delivery 14-19. Funding rules for qualifications or any provision.
		Perceptions of delivery	Concerns, issues, problems, satisfaction – positive and negative feedback from teachers and centres but not learners.
		Progression & completion	It is about different progression pathways and routes through qualifications or into employment and HE. Achievements of these pathways or routes or factors preventing this..
		Resource use	The use of individual or shared resources such as teachers, rooms, IT, learning materials. The general capacity provided by schools or colleges. Transport and cross charging issue.
		Specification & guidance	Any written materials, websites materials, or advice and issues of access to or lack of guidance for teachers and centres. Would cover qualification specifications or standards from awarding bodies.

REMS – 14-19 Reform Programme

Coding Framework

		Subject specific	Any reference to a named Diploma learning line or GCSE /A level subjects or separate functional skills should also be coded to the specific qualification.
		Workforce development	Recruitment, training and CPD for teachers to underpin reforms or absence of. Degree of preparedness
		Other delivery	

Assessment	Specific changes to assessment as a result of the reform and the general impact on practice.	Assessment burden	Manageability of assessment for any stakeholders (mostly teachers or learners). Elements which appear to increase the workload burden or strategies to reduce this.
		Assessment models	References to different types of assessment i.e. coursework, exams, multiple choice, portfolios. But excluding controlled assessment & on-line testing.
		Controlled assessment	Specific to GCSE but also a regulatory requirement for Diplomas and functional skills. Need to check context to identify which Qual this should be coded to.
		Fitness for purpose	Validity of the assessment, how appropriate is this to the context or stakeholder, full coverage or sampling - vocational or general.
		Online testing	E-assessment, online testing, computer based testing and marking.
		Reliability and standardisation	Moderation and associated processes to achieve consistent assessments -guidance and sample assessments.
		Other assessment	

Pedagogy	Approaches to teaching and learning and the impact of the reforms on these	Classroom practice	Actual changes to the approaches used in teaching; including co-teaching, schemes of work, catering for different learning styles etc. Impact in the classroom or outside.
		e-learning	E-learning through computer materials, e-learning resource centres, e-learning practice.
		Integration	Strategies to integrate delivery of different quals or curriculum elements – key skills, diplomas, GCSES, PLTS, apprenticeships etc. Might also cover issues of faith, or special needs integration.
		Work-related learning	Methods used in schools and colleges or employment to develop skills and knowledge in the appropriate vocational context. Visits to workplaces, assignments, links to employers, work experience, WBL. Apprenticeship.

REMS – 14-19 Reform Programme

Coding Framework

		Other pedagogy	

Accountability	Placing responsibilities of key outcomes and using accountability measures as driver for change.	Attainment tables and targets	This includes the way schools and colleges are measured on outcomes or performance and include progression, completion, staying on rates and attainment targets. To include attainment objectives other government targets and the impact of these.
		Inspection	Specific changes to the inspection regime to underpin the reform. Any references to Ofsted or other inspection agencies.
		Qualification regulation	The impact of accreditation, funding eligibility and new regulator responsibilities on specific aspects of the reform. To include references to the framework and QCF, NQF, Framework For Achievement.
		Quality assurance	Quality assurance responsibilities that centres and awarding bodies apply to ensure public confidence and high quality learning is maintained.
		UCAS	It's about the allocation of points to the new qualifications for HE progression and the provision of more information for HE.
		Other accountability	

Reform process	The strategies adopted to steer the development of the qualifications and changes, including the monitoring and evaluation of this. Here we are focusing on overall impact.	Baseline	Any information describing the status quo before the impact of the reforms.
		Communication issues	In the context of the reform process. How information is shared - either across stakeholders or with them, issues of media, raising awareness etc
		Outcomes	Evidence of the full impact of the reforms in relation to its aims, e.g. take up, achievement. Could include key process steps set in the aims of strands like UCAS points for Diplomas.
		Process	Issues arising in the specific methodology or strategies adopted for the development of the changes. Both the positives and negatives to be included.
		Statistics	Tables, graphs and key summary numerical data on reforms or baseline
		Other reform process	

REMS – 14-19 Reform Programme

Coding Framework

Issues	Emerging themes, including barriers and enablers, reviewing of the programme	Academic vocational divide	Issues related to academic and vocational divide, two tier system, parity of esteem, identification of achievement by low achievers.
		Buy-into the reforms	Buy-in, recognition and acceptance of the new qualifications as valid alternatives or routes to choice by stakeholders, as well as lack of acceptance.
		Centralisation	The impact of centrally led reforms in contrast to local innovation, curriculum or qualification development led by independent organisations or groups (ie teachers, awarding bodies , business etc)
		Creating a ghetto	The degree to which functional skills or diploma become perceived as qualifications only for low achievers.
		Employer Engagement	The extent to which employers are willing to engage in the reforms for example - providing placements, links with schools, supporting apprenticeship or accredited training in lower skilled jobs
		Identity & purpose	This is specific to the Diploma, how it is different and the impact of multiple purposes.
		IT Infrastructure	The national IT infrastructure needed to support diploma and wider QCF framework with components or credit from multiple awarding bodies. The IT systems to support consortia operation.
		Qualifications led	The limitations of qualification led reforms to engage disaffected learners. The degree to which community or non formal learning is harnessed as alternatives to address problem of NEETs.
		Resistance to change	Unwillingness to implement or trying out any new aspects by any stakeholder
		Statutory Requirements	The use of statute to require centres or learners to engage in the new qualifications, or delivery mechanisms. The use of funding regulations to remove alternative vocational qualifications from 14-19
		Timescale	The timetable for development or implementation and issues arising for stakeholders in meeting this. The time required to build up confidence or acceptance of new qualifications.
Issues other	Issues which might either hinder or support progress. Other key themes which appear to be emerging.		