

MARPLE
SIXTH FORM
COLLEGE.

Chapel-en-le-Frith High School

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Changes in post 16 education

- A level reform
- BTEC reforms
- Implications
- Making the right choice



Rationale behind the reforms to A level

- Too many resits
- Disruption to teaching and learning
- Too many assessments
- Modular system not giving students a broad range of knowledge
- Grade inflation?
- Influence of HEI's/Russell Group. Accurately identify level of attainment
- Internationally comparable
- Provide better accountability measures at age 18.



What is happening?

- The new reformed A levels have the following changes:
- A levels will be assessed at the end of the 2 year course mostly through examinations
- Science A levels will be 100% exams plus a pass/fail practical skills test
- Examinations will be at the end of the two year course and are likely to be more challenging.
- In most subjects no more than 20% of the assessment will be through coursework
- AS qualifications and A levels are ‘decoupled’ and ‘freestanding’
- AS qualifications can be designed to be taught alongside A levels



Implications?

- Linear assessment- challenging.
- More to revise – increased content
- A level standard from day one
- Higher level skills required from day one
- Late developers?



Implications for post 16 providers

- How many subjects 3 or 4?
- Co-teach AS as first part of A level?
- Pure academic programme, pure vocational programme, or mix of both?
- Higher entry requirements for new A levels
- Accurate internal assessment and predicted grades for HE.



Changes to BTECs

The way all BTEC courses are assessed has changed from September 2014. In summary, these changes have been made:

- 1. To define how teachers and tutors should give feedback
- 2. To define how learners should work independently to create their own authentic evidence
- 3. To tighten up on submission, resubmission and retakes
- Will include tested elements

The new rules apply to all new learners as of September 2015 (Level 2) and September 2017 (Level 3).



Implications for IAG

Average Points Score at GCSE	Representative grade
7.5-8.0	A*AA
7.0-7.5	AAA
6.7-7.0	ABB
6.4-6.7	BBB
6.1-6.4	BBC
5.8-6.1	BCC
5.5-5.8	CCC
5.2-5.5	CCD
4.7-5.2	CDD
4.0- 4.7	DDD



UCAS tariff

UCAS Points	A level route	Vocational route
56	A*	Distinction*
48	A	Distinction
40	B	
32	C	Merit
24	D	
16	E	Pass



How will the universities respond?

- When the new A-level system is fully introduced, students will be able to achieve their A-level grades without an AS.
- Universities will provide offers based on predicted grades in 3 subjects.
- For competitive courses the EPQ will be considered as an advantage along with high grades in 3 subjects.
- Some universities are already providing reduced offers with an EPQ grade of A*-C at A level.
- 20% of level 3 BTEC holders go on to degree courses – this will increase.
- Ninety-five per cent of universities and colleges in the UK accept BTEC students, including competitive universities from the Russell Group.
- The proportion of sixth-formers taking vocational qualifications has risen from three per cent in 2004 to 15 per cent last year.



A levels – ‘pros’

- Keeps options open for longer
- Highly regarded-currency and gravitas
- Route to high demand HE courses e.g. Medicine.
- Russell Group ‘facilitating subjects’
- Allows for growing maturity

A levels-‘cons’

- Will be more challenging
- May not be for everybody
- Significantly less coursework
- A level standard from day one.



BTEC's 'pros'

- Mainly coursework based.
- Students can track their progress to their desired outcome
- Can lead to most HE courses
- Ideal for those L3 students who have an APS below 6.0
- Have 'additionality' eg work experience (embedded)
- Develop employability skills

BTEC 'cons'

- May be too narrow for those undecided about career direction
- Will **not** get students into high demand university courses.
- Perception amongst parents



The Marple experience

- 38 vocational learners with D*D*D* equates to 168 UCAS points
- APS on average 5.2 to 5.8.
- Nursing, Midwifery, Primary School Teaching/Early Years Education
- Sports Science
- Digital media, Animation, Games Design.
- Tourism, Events Management
- Bio-Chemistry, Bio- Medical Sciences, Optometry, Pharmacy.
- Marketing, Business Studies, Operational Management, Law.



Progression pathways

- Competitive degree courses- AAB/136 UCAS points+
- Less competitive courses- CCC/96 UCAS points+
- HE – Foundation Degrees
- Higher Apprenticeships and Degree Apprenticeships
- Apprenticeships
- Employment.



Entry criteria

- A levels - at least 5 grade 5's including some grade 6's including English Language and Maths (many subjects require grade 6 minimum e.g. Maths and Sciences)
- Advanced Vocational courses (at least 5 grade 4's including English Language)
- Level 2 e.g. BTEC First + GCSEs (4 3' s at GCSE)
- Everyone who does not achieve Maths and English at GCSE grade 4 (currently) or above will have to resit.
- High demand degree courses expect 6/7 at GCSE.



Useful links

- AQA www.aqa.org.uk
- EDEXCEL www.edexcel.com
- OCR www.ocr.org.uk
- WJEC www.wjec.co.uk
- Russell Group www.russellgroup.ac.uk/informed-choices
- Which University www.university.which.co.uk
- UCAS www.ucas.com