

Response to Wolf Review Recommendations (March 2011)

REC	WOLF REVIEW RECOMMENDATION	RECOMMENDED ACTION
3	Qualifications should be from the approved list	- only deliver qualifications from the approved list when it is published
4	Qualifications completed should be recognised by Employers or accepted by colleges for progression purposes	
5	Should be free to offer any qualifications, including Foundation Learning, from a recognised awarding body	
23	Qualifications should not need to be QCF compliant, but should be offered by a regulated awarding body	
3	Point-based measures should be structured so that schools do not have a strong incentive to pile up huge numbers of qualifications per student	- decide on a percentage/ratio of vocational + academic (e.g. Functional Skills) + non-accredited (e.g. Duke of Edinburgh); avoid duplicated use of course evidence
4	Learners should be able to progress directly onto level 2 programmes at age 16	- do not start at level 2 if the learner is not an independent learner. Where learners are 'spoon-fed', follow level 1 qualifications only
7	Programmes for the lowest attaining learners should concentrate on core academic skills of English and Maths and on work experience	- build Functional Skills English and Maths into programme. - teach via 'themes' to incorporate Functional Skills seamlessly
9	Students under 19 with no GCSE (A*-C) should be required to pursue a course which either leads directly to these qualifications	- include on-going work experience where possible (inc. work based courses such as A4E)
5	Should be encouraged to include non-qualifications-based activity	- incorporate Duke of Edinburgh/volunteering wherever possible
21	The statutory duty to provide every KS4 student with a standard amount of 'work related learning' should be removed	- concentrate on incorporating on-going work experience as opposed to allocating two-week placements - build relationships with local Employers and integrate into programme delivery
21	Longer internships should be prioritised for older Students	
27	Awarding processes used for vocational awards should involve local Employers on a regular basis	
17	QTLS (College Teachers) should be recognised in schools	- accept applications from non-QTS.
18	Teaching of vocational content by qualified professionals who are not primarily teachers/do not hold QTLS	- where no teaching qualifications, aim to complete a minimum of PTLLS whilst in the position