

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chairman's opening remarks**
Baroness Jones of Whitchurch, Shadow Spokesperson (Education), House of Lords
- 9.05 - 9.30 **Reforming science at GCSE and A-level**
Tom Goldman, Deputy Director, Curriculum and Standards Division, Department for Education
Questions and comments from the floor
- 9.30 - 10.20 **New Science GCSEs: content and implementation**
What are the teaching and learning implications posed by the move to new linear GCSEs, with coursework and modules removed? Does the content of the new Science GCSEs link with the content of the Maths GCSE in a way that will adequately facilitate cross-curricular teaching? How can Government address concerns that making the content of the GCSEs more challenging has the potential to put pupils off taking up Science at GCSE and A-level? How well will the new GCSEs prepare students for the transition to A-level? Given that 'triple Science' - the three individual Science GCSEs - consist of more advanced content than the Science Double Award qualification, what steps can schools take to ensure that those studying the Double Award are not at an unfair disadvantage in preparation for A-levels? Should Government take steps to encourage all schools to offer the option of studying 'triple Sciences' at GCSE?
Professor Jim Ryder, Principal Investigator, Enactment and Impact of Science Education Reform (EISER) and Professor of Science Education, Centre for Studies in Science and Mathematics Education, University of Leeds
Stella Paes, Head of Science, AQA
Siôn Humphreys, Policy Adviser, Curriculum, NAHT
Katy Bloom, Senior Professional Development Leader, National Science Learning Centre
Questions and comments from the floor
- 10.20 - 10.25 **Chairman's closing remarks**
Baroness Jones of Whitchurch, Shadow Spokesperson (Education), House of Lords
- 10.25 - 10.55 Coffee
- 10.55 - 11.00 **Chairman's opening remarks**
Dr Sarah Main, Director, Campaign for Science and Engineering (CaSE)
- 11.00 - 11.50 **Reformed A and AS-level sciences: content, delivery and preparation for Higher Education**
Does the content of the new A-level science qualifications fulfil the Government's aim of equipping young people with the skills required by relevant employers and related university courses? How can Government and Ofqual address concerns expressed by learned societies that there needs to be 'more clarity' on the different 'purpose and the content' of A-levels and AS-levels, in light of the decision to de-couple AS-levels? Given that all A-level Sciences will test mathematical skills, what steps can be taken to ensure that there is appropriate weighting of the mathematical skills tested between different subjects? What steps can be taken to address the significant gender imbalance in the uptake of Science at A-level and beyond into Higher Education?
Professor Peter Main, Director, Education and Science, Institute of Physics
Dr David Read, Principal Teaching Fellow and Head of Education Group (Chemistry), University of Southampton
Dr Rhys Morgan, Director, Engineering and Education, Royal Academy of Engineering
Stephen Diston, Subject Team Manager, OCR
Richard Needham, former Chair, The Association for Science Education and Director, Vicia Learning Solutions
Questions and comments from the floor
- 11.50 - 12.05 **The role of practical experiments in science education**
Professor Ian Haines, Executive Secretary, UK Deans of Science and Emeritus Professor, London Metropolitan University
- 12.05 - 12.55 **Delivering Science across Key Stages 4 and 5 - practical experiments, industry involvement and utilising technology**
Do Ofqual's proposals to set a minimum of 12 'practical activities' to be completed during a Science A-level course, but not included in the final grade, suitably address concerns raised by learned societies and businesses about the role of practical assessments? How should practical experiments be included and assessed in the reformed GCSEs? In what ways can Ofqual ensure that there is consistency between the way in which practical and theoretical skills are assessed across all science qualifications? What more can Government do to encourage universities, learned societies and science-intensive industries to develop support for schools to deliver the new GCSE and A-level Science courses? What steps can schools and colleges take so that they make effective use of new technologies, such as 3D printing, to develop and enhance practical skills? How can schools use learning technologies to help develop pupils' analytical and problem-solving skills to better prepare them for Higher Education?
Dr Marianne Cutler, Director, Curriculum innovation, The Association for Science Education
Dr Mark Downs, Chief Executive, Society of Biology
Dr Lisa Jardine-Wright, Co-Director, Rutherford Schools Physics Project and Educational Outreach Officer, Cavendish Laboratory, University of Cambridge
Sarah Jones, Head of Education and Exams, Association of the British Pharmaceutical Industry
Questions and comments from the floor with **Professor Ian Haines**, Executive Secretary, UK Deans of Science and Emeritus Professor, London Metropolitan University
- 12.55 - 13.00 **Chairman's and Westminster Education Forum closing remarks**
Dr Sarah Main, Director, Campaign for Science and Engineering (CaSE)
Jonny Roberts, Associate Editor, Westminster Education Forum