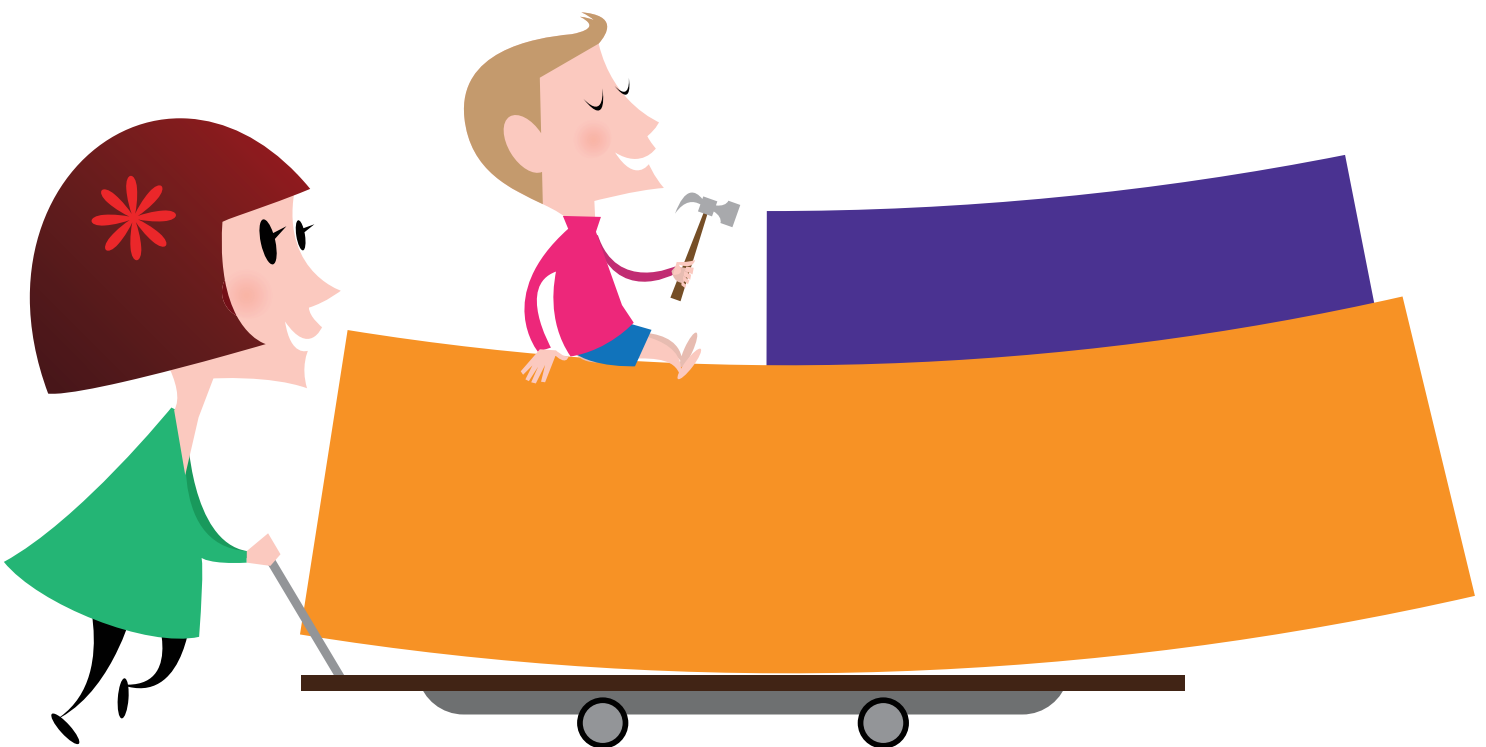


14-19 Reform



Consortium Support Guide: Delivery 2010 and Beyond



department for
children, schools and families

Contents

Ministerial Foreword – Rt Hon Jim Knight MP	3
Chapter 1 What is this guide, and who is it for?	5
Chapter 2 Supporting local capacity building	9
Chapter 3 Helping you prepare for teaching and learning	17
Chapter 4 Supporting stronger employer engagement	22
Chapter 5 Helping consortia to communicate	24
Other useful information	29

Ministerial Foreword

Rt Hon Jim Knight MP



From September 2013 there will be an entitlement to all Diploma lines across England. This will be part of one of the biggest educational reforms ever undertaken in this country. By 2013, 14-19 year-olds across the country will be able to follow a new, exciting curriculum that combines a broad education with practical experience of the world of work.

Through Gateway Three, we have approved consortia to begin delivering new lines in September 2010 and 2011. These will be the third and fourth years of Diploma teaching since the launch of Diplomas in September 2008. The focus of the support set out in this guide is the teaching of Diplomas and functional skills in 2010 and 2011, and also the planning and building the capacity for full-scale entitlement.

We have already made excellent progress. I have seen at first hand the enthusiasm that the first teaching of Diplomas has generated in the pupils already on Diploma courses, as well as in their teachers, heads and principals. You and they have told me that the preparation and planning for the big changes in pedagogy and curriculum that Diplomas require – as well as the unprecedented level of collaboration between schools, colleges and training providers – has been well worth it. By 2010 our expectation is that this success will be replicated many times over, with 2000 Diploma lines on offer across 146 local authorities.

As we move towards the Diploma entitlement, our collective experience and knowledge in preparing for and teaching Diplomas, functional skills and the Foundation Learning Tier, is growing exponentially, from the small group of 14-19 pathfinders involved from 2003 to the breadth of involvement that we see in Gateway Three.

We need to make sure that we make full use of that experience and knowledge. Consortia support going forwards will build in more flexibility than ever for local decision-making and delivery of support. And there will be even more support for sharing good practice and flexible peer-to-peer learning.

This guide covers a huge range of support – from planning, communications and IAG, to employer engagement and workforce development. We have listened carefully to the views of consortia, local authorities and our delivery partners in putting it together, and I urge the leaders of consortia and local areas to read this guide carefully. Throughout 2009 and 2010 Consortium Advisers will be available to help work through which elements of support are most relevant to each consortium and local authority, so that we build a tailored support package that really does meet the variety of local needs.

I look forward to the continuing success of the reforms in this next phase of preparation. Thank you for all you are doing to contribute to that success.

A handwritten signature in black ink, appearing to read 'Jim Knight'. The signature is stylized with a large 'J' and a long horizontal stroke at the end.

Jim Knight

1. What is this guide, and who is it for?

- 1.1 This guide sets out the support available to help you deliver Diplomas from September 2010 and 2011. After reading it, you should have a clear understanding of what support is available to you, how you can access it, and how it will help you to deliver Diplomas.
- 1.2 It has been divided into four sections:
 - *Supporting local capacity building* – funding, training, and guidance to help consortia and local authorities deliver Diplomas.
 - *Helping you prepare for teaching and learning* – support for those involved in teaching Diplomas and functional skills: Diploma practitioners, functional skills practitioners, curriculum planners, exams officers, and domain and lead assessors.
 - *Supporting stronger employer engagement* – support and guidance to help you engage employers in Diploma delivery.
 - *Helping consortia communicate* – support and guidance for your local communications activities, and help with your Information, Advice and Guidance (IAG) activity.
- 1.3 Information and updates on the support available can be found at www.diploma-support.org. This should be the first place online you look for additional help and information. Your Consortium Adviser should be the first person to talk to if you have any questions about the support available. Paragraph 2.8 onwards in this guide tells you more about their role.
- 1.4 This guide is aimed at all of you involved in delivery at a local level, including:
 - consortia leads;
 - local authority 14-19 leads;
 - school and college leaders and managers;

- curriculum designers;
- professional development leads;
- Diploma line of learning leads and practitioners;
- functional skills leads and practitioners;
- exams officers, and domain and lead assessors;
- employer engagement leads;
- communications leads; and,
- IAG practitioners.

You can find more information about the activities linked to these roles in Table 1.

- 1.5** We want to make sure that the support on offer is responsive and effective. We have consulted widely with our delivery partners, with local authorities, and with consortia to make sure that we have acted upon your views and experiences. Some of the key messages we have heard include:
- Support must be flexible to help you respond to your key issues.
This means a greater focus on locally-determined support and more of a role for the 14-19 Partnership;
 - People want to learn from others who are already delivering these reforms. Many of you have said to us that you prefer to learn with and from your peers, and to share emerging good practice; and
 - Centrally-provided support should be properly tailored to your local circumstances.
- 1.6** Many of you are already offering Diplomas or will be from this September so the support on offer must fit with what is currently available. You are also thinking increasingly about the longer-term roll out of Diplomas to help you achieve the national Diploma entitlement by 2013. It makes sense for us to help you think and plan in this context, so most of this support package is available to every consortium, whether you are delivering Diplomas now, in 2009, 2010, or beyond.

What is the national entitlement?

In *Next Steps* the Department articulated our ambition to provide a 14-19 entitlement for all young people, comprised of:

- A simplified qualifications offer of four overarching learning and progression pathways – Apprenticeships, Diplomas, the Foundation Learning Tier and General Qualifications, underpinned by functional skills in English, mathematics and ICT, and personal, learning and thinking skills – and supplemented by qualifications outside of these pathways that meet a clearly defined need not met elsewhere.
- A strong support offer to access learning including effective, impartial Information, Advice and Guidance (IAG), positive activities and targeted support, a 14-19 Prospectus and Common Application Process (CAP) and the September Guarantee.

Table 1 – Activities needed to deliver the 14-19 reforms

Activity	What needs to happen?
Providing local leadership	<ul style="list-style-type: none"> ■ You need a designated consortium lead, to take overall responsibility for planning Diplomas and functional skills in your consortium ■ The local authority will provide the strategic overview for the local area, working with consortium leads ■ Heads and Principals will take responsibility for delivery within their institutions, as part of the consortium plan
Developing the workforce	<ul style="list-style-type: none"> ■ You will need a clear plan for training the workforce across the consortium – for both Diplomas and functional skills ■ Line of learning leads will focus on the training needs for their specific Diploma line, across the consortium
Curriculum planning and timetabling	<ul style="list-style-type: none"> ■ A collaborative approach to delivery means working together on curriculum change and developing an effective local timetable

Activity	What needs to happen?
Delivering the Diploma and functional skills	<ul style="list-style-type: none"> ■ Diploma practitioners need to prepare for delivery, accessing training, and working with one another on the principal learning and project elements of the Diploma ■ Functional skills practitioners will need to prepare for delivery, accessing training, and sharing knowledge with one another
Administering the Diploma	<ul style="list-style-type: none"> ■ Exam officers will administer the Diploma and its components across the consortium ■ A clear and agreed consortium-wide approach is important
Quality Assurance	<ul style="list-style-type: none"> ■ The quality of Diploma assessment must be assured across the consortium, both across all Diplomas by the lead assessor, and for each line by domain assessors ■ You also need effective and ongoing quality assurance of teaching and learning, sharing information across the consortium
Engaging Employers	<ul style="list-style-type: none"> ■ You will need to involve employers in the delivery of Diplomas, including ensuring appropriate work experience ■ Teachers and lecturers should have a good understanding of the employment sector related to their Diploma
Communicating	<ul style="list-style-type: none"> ■ All staff need to understand the 14-19 reforms ■ A consortium-wide communications strategy will help to share information and positive messages with one another, parents, young people, employers, and the wider world
Information, Advice and Guidance	<ul style="list-style-type: none"> ■ A consortium-wide approach to IAG that meets the IAG Quality Standards ■ All staff need to be equipped appropriately to offer impartial and effective IAG to young people

2. Supporting local capacity building

Local authorities, via the 14-19 Partnership, have the lead role in ensuring that the national entitlement is in place across your local area from 2013. The Diplomas you are preparing to deliver are an important part of the progress towards this aim. The package of support outlined in this section will help you by further developing your skills and improving your capacity to make a success of delivery.

This section sets out the funding available to help your planning and delivery, and the specific support and guidance designed to increase and improve your local capacity to introduce Diplomas and implement the 14-19 reforms.

- 2.1** In order to make sure that Diplomas are delivered successfully from September 2010 and beyond, it is important that you can develop the right capacity and skills. We have designed a support package with this aim in mind. To help local capacity building, we are:
- continuing and refining the Consortia Support Grant;
 - providing a Consortium Adviser to every consortium;
 - offering a bespoke training offer for leaders and managers; and,
 - encouraging peer-to-peer support in this area.

The Consortia Support Grant

- 2.2** We are changing the way that the Consortia Support Grant is calculated, recognising that you want funding to be flexible so that you can decide how to use it locally to deliver Diplomas. We also want to ensure that consortia that have merged or changed their boundaries are not penalised for making a sensible decision about how best to deliver.

2.3 So, unlike previous years (when the Consortia Support Grant was allocated as £30,000 per consortium, per Diploma line in first teaching), in 2009-10 it will be allocated to local authorities based upon two factors:

- the total number of 14-18 year olds within the area (that is, not just those taking Diplomas). This proportional allocation is designed to ensure that local areas can respond to longer term implementation needs; and,
- the number of Diploma lines being offered in a local authority for the first time in September 2010.

We wrote to every local authority on 2 April 2009 to confirm your allocation, and we intend to pay the Consortia Support Grant in May and October 2009.

2.4 Your 14-19 Partnership, led by the local authority, should take the lead in deciding how best to use the Consortia Support Grant to ensure effective Diploma delivery. This reflects the importance of the 14-19 Partnership in leading the implementation of the wider 14-19 reform programme in your local area. Funding must be spent according to the following conditions:

Conditions for Consortia Support Grant

- Spend must be in accordance with the Gateway 3 plans (and feedback) and also the Diploma aspects of the 14-19 Partnership's 14-19 plan;
- Spend must be clearly related to the delivery of specific Diploma lines in 2010/11 and also development towards the national Diploma entitlement from 2013;
- Allocations must be supportive of the development of local capacity to lead to sustainability and a long term legacy, as opposed to short term or one-off gains;
- Peer-to-peer support can be part-funded through this grant, which can be used if necessary for staff cover and also personnel and resource costs for providing support to other areas;
- Specific areas of spend should closely align to and cover the following areas:
 - Diploma Line-specific development activities (staff release to attend workshop planning sessions, for example)
 - Information, Advice and Guidance – for example providing materials, CPD and training events for teaching staff

- Employer engagement – for example, activities to keep employers informed about and engaged in the Diploma programme
- Workforce development (although the local authority/ consortia should be clear that a wide range of support can and should be accessed through the central support package)
- The local authority has responsibility to ensure that the 14-19 Partnership distributes the grant between consortia in a way which is equitable and transparent, makes best use of economies of scale, and balances the need to develop areas which are further behind and support those with shorter term delivery challenges.
- A return from your Chief Financial Officer to confirm spend has been in accordance with these conditions will be required – details of this will be sent with the first allocation in May.
- You should organise to discuss the way you propose to spend the grant with your Regional Adviser; advice can also be gained from Consortium Advisers.

- 2.5** If you would like any further advice on the allocation of the Consortia Support Grant, you can talk to your Regional Adviser. With the first payment in May we will issue further guidance and suggestions for how the grant should be spent.
- 2.6** The latest guidance on 14-19 Partnerships and planning can be found at www.dcsf.gov.uk/14-19/partnerships-and-planning.
- 2.7** Diploma formula grant is paid for Key Stage 4 pupils undertaking Diploma courses. You can find details of the funding for 2009/10 learners at www.dcsf.gov.uk/14-19/KS4-Diploma-Funding. Details of arrangements for future years will also be posted on that website in due course. Funding for post-16 Diploma students is paid by the Learning and Skills Council and details can be found on their website at www.lsc.gov.uk/providers/funding-policy/demand-led-funding/fundingpolicydocuments0910.htm.

Gateway feedback and Consortium Advisers

- 2.8** We are introducing a more streamlined approach to giving you feedback on your Gateway 3 applications and supporting your planning for delivery. Diagram 1 sets out this approach.

- 2.9** Consortium leads will receive written feedback from Cambridge Education on your Gateway application(s). This feedback will be sent to each consortium, as well as the relevant local authority, Government Office, and Regional Adviser. If you would like to clarify any aspect of this Gateway feedback, you can book a telephone conversation with Cambridge Education online at <https://gateway.camb-ed.com>. A written record of this will be sent to the same people who received the initial feedback.
- 2.10** It will also be sent to your dedicated Consortium Adviser. Your Consortium Adviser will provide support at a consortium level, helping you to plan delivery, support and training. They will be your initial point of contact for any questions about the support package, and will help you organise training and support to match your needs.

Is the Consortium Adviser different from the Consortium Leadership Consultant?

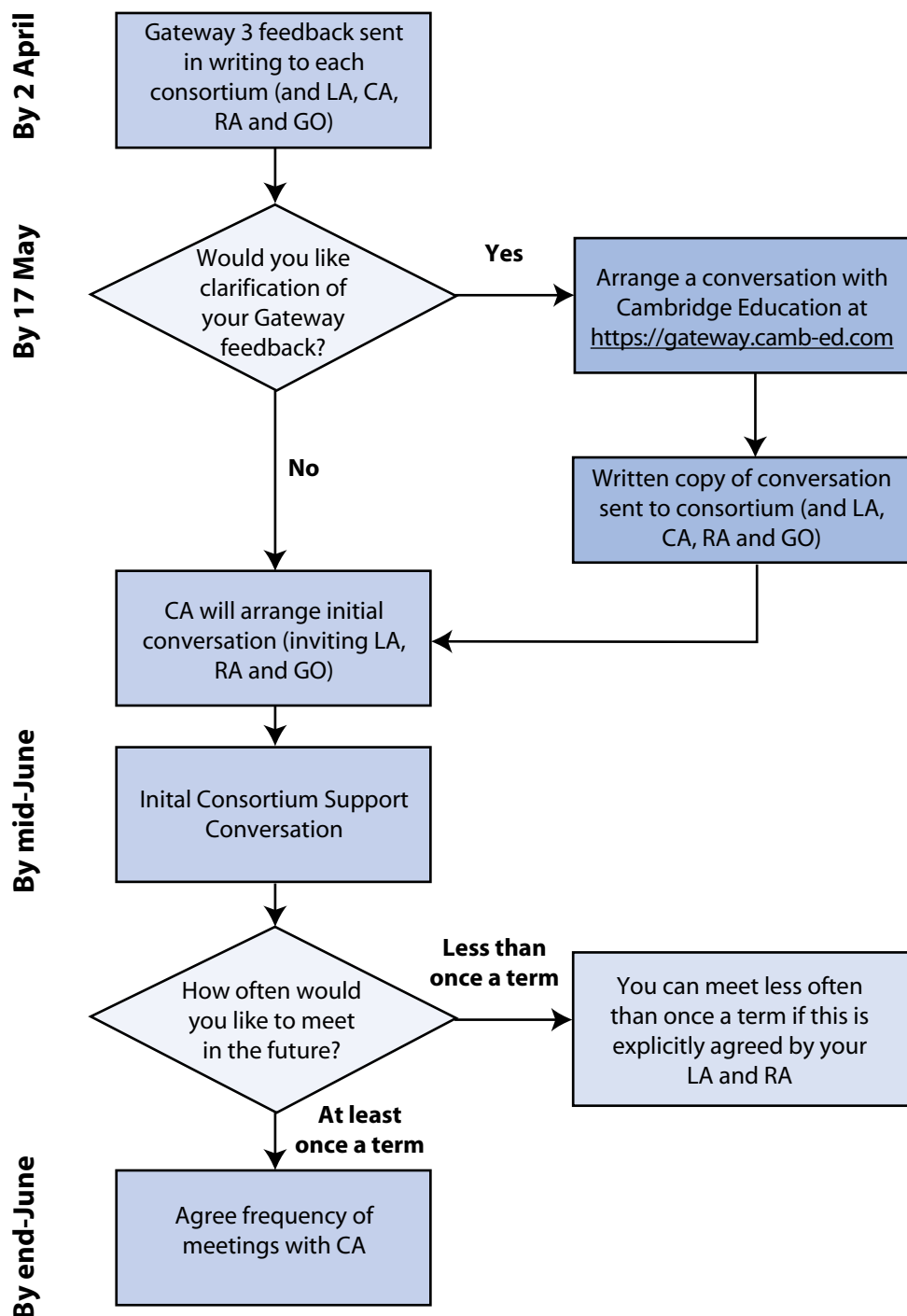
Consortia delivering Diplomas from September 2009 will be familiar with the role of the Consortium Leadership Consultant. The Consortium Adviser is the new name for this role, reflecting a new role in helping you share knowledge and experience.

Consortium Advisers will continue to act as critical friends to consortia, supporting, advising, and challenging consortia to explore their readiness for Diploma delivery and areas for development. We have changed the name to show more clearly that the role of the Consortium Adviser is to provide support on all aspects of delivery, not just leadership (although this is of course an important part of delivery).

- 2.11** Your Consortium Adviser will make contact with you as soon as possible after the Gateway results to arrange an initial meeting. They will invite your local authority, Government Office, and Regional Adviser to this first meeting so that you can discuss the best way to support your delivery. We intend that these initial meetings will take place by the middle of June 2009 at the latest.
- 2.12** As well as using these meetings to discuss your plans for delivery and the support available, you should also use them to agree how you will work with your Consortium Adviser in the future. Although most of you will want to continue the current practice of having a meeting every term, Consortium Advisers will respond flexibly if you feel that you would benefit

from more frequent meetings. If you want to meet with your Consortium Adviser less often, you will need to agree this with your local authority and Regional Adviser.

Diagram 1 – feedback and initial Consortium Adviser process



Bespoke training for leaders and managers

- 2.13** Leaders and managers in schools and colleges need to be ready to respond effectively to the introduction of Diplomas and functional skills. Issues such as collaboration and quality assurance need to be tackled locally, and need the leadership of people at senior levels in schools and colleges, as well as the local authority.
- 2.14** To support leaders and managers, bespoke consultancy support via the National College of School Leadership (NCSL) and the Learning and Skills Improvement Service (LSIS) will continue. This support, which many of you will already have accessed, will include consultancy in specialist areas and coaching for leaders and managers. For more information about what is available and how to access it, you can speak to your Consortium Adviser, or go to www.diploma-support.org.
- 2.15** NCSL are using IAG advocates to identify case studies for a whole school approach to IAG. Their report and case studies will be available at www.ncsl.org.uk in April. LSIS are encouraging FE leaders to share good practice by joining the IAG learning and career champion network.

Encouraging peer-to-peer support

- 2.16** Many consortia and local authorities have been involved in planning and delivering Diplomas for two or three years already – over 140 consortia have been delivering one or more Diplomas since September 2008, and more than 300 will be delivering Diplomas from September this year. This means that there is already a lot of good practice across the country, and that many areas are leading the way in developing suitable local models for effective delivery.
- 2.17** We want to ensure that this good practice is shared and that you are able to learn from one another, because this is often the most effective and efficient way to improve practice. Your Consortium Adviser can help you arrange support from your peers, you can arrange it via the Line of Learning Networks on www.diploma-support.org, or you can make use of your Consortia Support Grant to fund activity.

- 2.18** We will also be continuing the successful programme of Learning Visits to showcase some of the best practice across the country. In the summer term, Learning Visits on topics such as collaboration, equality and diversity, IAG, employer engagement, and funding will be available. You can book a place on a Learning Visit through NCSL's Learning Visits website: <http://www.ncsl.org.uk/14-19-learning-visits-programme>.
- 2.19** There are other sources of support for capacity building. These include our Regional Advisers who can help at a local authority level, funding to develop projects for priority areas, and opportunities for coaching and mentoring that will enable you to develop your ability to provide peer-to-peer support (see www.diploma-support.org for more details). As well as the guidance on Partnerships mentioned in paragraph 2.6, we are also publishing Nuts and Bolts guides – guides that set out the practical detail of how consortia have tackled particular issues – on collaboration and on quality assurance (which can be downloaded at www.diploma-support.org/nutsandboltsguides), and we have established a Timetabling Group which will report in April.

What is a Nuts and Bolts Guide?

Nuts and Bolts Guides are short booklets that give you the practical detail on a particular 14-19 issue. They are written from the local perspective (often by an experienced consortium lead), and will help you to think about how best you can deliver Diplomas and the wider 14-19 reform programme. The following guides are planned for publication in April and May:

- Collaboration
- Quality Assurance
- Gender Equality
- Workforce Planning
- Functional Skills
- Information, Advice and Guidance
- Communications
- Timetabling
- Learner Voice

These can be downloaded from www.diploma-support.org/nutsandboltsguides

What are Learning Visits?

Learning Visits offer you the chance to visit a consortium that has demonstrated good practice in a particular area, for example employer engagement or collaboration. This allows you to see for yourself what has worked, and to think about how that might be adapted for your own circumstances. The programme of Learning Visits changes each term, but areas to be covered over the next year include:

- Information, Advice and Guidance
- Collaborative structures to deliver the entitlement
- Equality & Diversity
- Employer engagement
- Funding
- Assessment

Learning Visits are managed by the National College of School Leadership (NCSL), and can be booked at <http://www.ncsl.org.uk/14-19-learning-visits-programme>

3. Helping you prepare for teaching and learning

Skilled, knowledgeable, and well-trained teachers are key to the quality of the Diploma learner experience, and the effectiveness of functional skills. That is why it is so important that practitioners are fully prepared to teach, with a complete understanding of the subject matter and an appreciation of the differences between the Diploma and other qualifications. Success also relies on well-trained exams officers. The best way to achieve this is to develop a support package that responds to local needs and is driven by the best practice being shown across the country.

This section sets out the support available to Diploma practitioners, functional skills practitioners, curriculum planners, exams officers, and lead and domain assessors. It includes a particular focus on enabling peer-to-peer support to sit alongside a more responsive central offer.

- 3.1** In line with the underpinning principle of local areas determining support needs, you should think about the support you need to ensure staff are fully prepared to deliver Diplomas and functional skills. Your Consortium Adviser can help you with this. You may also find the Nuts and Bolts Guide on local workforce planning useful. This is being produced by LSIS and NCSL and will be available to download at www.diploma-support.org in April.
- 3.2** You will be able to access a range of support for Diploma practitioners, functional skills practitioners, curriculum planners, exams officers, and lead and domain assessors. More information about the support and materials is available at www.diploma-support.org. Table 2 has a summary of the professional development support available. You can contact your awarding body for training and support around specifications and assessment.

Preparing Diploma practitioners

- 3.3** It is essential that Diploma learners experience the highest possible standards of teaching. The Department and our workforce partners are committed to helping Diploma practitioners prepare fully for delivery. Details of the full package of support, which is available to all practitioners involved in the delivery of Diplomas to learners and to the wider workforce (including learning support and teaching assistants), are available at www.diploma-support.org.
- 3.4** Your Consortium Adviser will be able to help you access the support that you identify your workforce needs to develop the skills to teach these new qualifications effectively.
- 3.5** This central offer of support and training is bespoke, responding to your workforce development needs. This could include face-to-face consultancy support and training and could cover areas such as curriculum planning, line-specific delivery of the curriculum, collaborative delivery, sector awareness, Diploma pedagogy and the integration of Personal, Learning and Thinking Skills.
- 3.6** It also includes the continuation and expansion of the line of learning networks. These communities, will be supported by the Diploma Development Partnerships (DDPs) in an advisory role and are invaluable ways to share good practice, talk to other practitioners across your region, and to make links between schools, colleges, work-based learning providers, local authorities, higher education, and employers. Activities include the development of resources and approaches to improve teaching and learning.
- 3.7** High quality Diploma materials are being developed, which will be endorsed by the relevant DDPs to ensure that they fully respond to the content of each Diploma.
- 3.8** You will also need to ensure that Diploma practitioners have a good understanding of the employment sectors relevant to the Diploma they are teaching. This will come in part from the workforce support package, and we also encourage the use of local approaches (working with employers)

and peer-to-peer support to improve practitioners' understanding of the relevant sectors.

- 3.9** On top of this, you can access Professional Development Placements (PDPs), via your Education Business Partnership (EBP). These placements offer you a chance to gain more insight into, and greater knowledge of, industry. If you are interested in a placement, you can find the contact details for your local EBP at www.NEBPN.org.

Preparing functional skills practitioners

- 3.10** Functional skills practitioners have a key role in preparing learners to succeed, but this success depends on practitioners planning the most effective delivery model for your consortium. Evidence has shown that this works best where functional skills delivery is coordinated by a functional skills lead.
- 3.11** The functional skills support programme from LSIS and National Strategies has been further developed this year to support functional skills practitioners by being more practical and flexible and including a launch module, e-learning and more opportunities for peer-to-peer support. A functional skills support website will also be launched in the coming months.
- 3.12** It is also important for practitioners involved in delivering principal learning to ensure that they use all opportunities to embed functional skills into relevant Diploma related contexts.
- 3.13** You will be able to access the support for functional skills via www.diploma-support.org, and should speak to your Consortium Adviser if you need any extra help.

Preparing exams officers and assessors

- 3.14** The Qualification and Curriculum Authority (QCA) will continue the successful programme of training and support for exams officers. This will be a mixture of relevant and practical training materials and workshops that will take account of the most recent developments on the Diploma Aggregation Service.

- 3.15** In addition to the training for exams officers, we have also asked the QCA to provide a programme of training for lead assessors and domain assessors. These are new roles created by Diploma delivery.
- 3.16** Like the rest of the support offer, this training can be arranged via www.diploma-support.org, and you can discuss any issues with your Consortium Adviser who will be able to help you resolve them.

Table 2 – professional development support

Who is it for?	What is it?	How can I access it?
Diploma teachers and lecturers	Peer-to-peer support	Part of the Consortium Adviser role is to help you organise peer-to-peer support, or you can make contacts through the Line of Learning networks. You can use your Consortia Support Grant to help fund the costs of peer-to-peer support.
	Bespoke training	Full details of the bespoke training package are available at www.diploma-support.org
	Line of Learning networks	You can join your Line of Learning network now, at www.diploma-support.org/communities/regional
	Diploma materials	You can already find useful Diploma materials at www.diploma-support.org . More will be added throughout the year, and will be advertised via the Line of Learning networks.
	Occupational Currency	Lifelong Learning UK's Business Interchange programme encourages and supports further education teachers, tutors and trainers to complete a work placement with a local business. See www.catalystprogramme.org/

Who is it for?	What is it?	How can I access it?
Functional skills teachers and lecturers	Peer-to-peer support	Your Consortium Adviser can help you organise peer-to-peer support, or you can make contacts through the functional skills networks. You can use your Consortia Support Grant to help fund peer-to-peer support.
	Training and events	Full details of the training and events for functional skills will be available at www.diploma-support.org in May.
	Functional skills networks	You can join your functional skills network now, at www.diploma-support.org
	Functional skills Nuts and Bolts Guide	You can download this guide in April 2009 from www.diploma-support.org/nutsandboltsguides
Exams officers	Training, materials, and events	You can download support materials and book a training place at www.qca.org.uk/diplomaeo
Lead and Domain Assessors	Training, materials, and events	You can download support materials and book a training place at www.qca.org.uk/qca_5396.aspx
Curriculum Planners	Bespoke training	Full details of the bespoke training package are available at www.diploma-support.org
	Timetabling Nuts and Bolts Guide	You can download this guide from www.diploma-support.org/nutsandboltsguides
	QCA guidance on curriculum planning	Can be downloaded at www.qca.org.uk/qca_17942.aspx
Workforce planners	Bespoke training	Full details of the bespoke training package are available at www.diploma-support.org
	Workforce planning Nuts and Bolts Guide	You can download this guide in April 2009 from www.diploma-support.org/nutsandboltsguides

4. Supporting stronger employer engagement

Employers can help to make Diploma delivery a success. They can inspire young people by showing real-life work examples, enriching the curriculum, and offering work experience placements. They can also inspire parents by showing how a Diploma can lead to a career in a particular industry, for example by speaking at options evenings.

This section sets out the support available to consortia and local authorities to help you ensure effective employer involvement in Diploma delivery. It also provides information about the wider employer engagement picture, recognising that Diploma delivery sits alongside other routes that involve employers, including Apprenticeships.

- 4.1** The Department is continuing to work with national employer organisations, such as the Confederation of British Industry (CBI), the British Chambers of Commerce (BCC), and the Federation of Small Businesses (FSB), to support employer engagement in Diplomas. The DDPs, led by employers, are leading on the design of Diplomas.
- 4.2** However, it is the local level of engagement that is important in securing employer involvement for your Diploma lines and learners. That is why the support offer focuses on helping you develop your employer engagement strategy.
- 4.3** The National Education Business Partnership Network (NEBPN) are already providing employer engagement consultancy for consortia delivering Diplomas. This consultancy offer is now available to all consortia, including those delivering from 2010 and 2011. It is a flexible support offer that can adapt to suit your needs. For example, some areas have used it to get one-to-one support from a specialist consultant, while others have used it in local employer conferences. The NEBPN can help you to decide what will work best for you. More information is available at www.diploma-support.org,

and you can now contact Charmian@NEBPN.org.uk to arrange to speak to a consultant.

Why engage employers in Diploma delivery?

The Diploma is an applied learning qualification. This means it has been designed so that learning and understanding of the Diploma covers both the theory and the practical implications and application. Having an employer involved makes this learning experience more realistic.

There is a mandatory ten days work experience for every Diploma learner over the duration of their course, but there are lots of other ways that an employer can get involved, including:

- Taking part in planning and delivering lessons
- Speaking at options evenings
- Offering facilities for lessons
- Using school or college facilities for business, alongside Diploma learners
- Providing mentors
- Providing enterprise, industry and professional development places for teachers
- Serving on schools' governing bodies
- Becoming a business adviser to a group of young people, introducing them to commercial knowledge and skills
- Establishing and supporting school-based projects, providing expertise, or resources, or both

- 4.4** As well as this Diploma specific employer engagement support, we are also developing support for employer engagement in a wider context – the same employers will be able to help with all work-related learning and Apprenticeships so it makes sense to develop a coordinated approach where possible. We will be publishing an employer engagement toolkit in the summer that sets activity in this broader context, and will be available on www.dcsf.gov.uk/14-19 in July.

5. Helping consortia to communicate

The courses young people choose will have an impact upon the rest of their lives and it is vitally important that they are properly informed about Diplomas, as well as other qualification routes, so that they can make effective decisions about their futures. Many different people influence the choices that young people make – parents, Connexions advisers, subject practitioners, form tutors, employers, and the media – and so we need to ensure that all of these groups understand what Diplomas are and how they can help a young person to progress.

This section sets out the communications and the Information, Advice and Guidance (IAG) support available. This includes support for IAG professionals (e.g. Connexions advisers) and the wider teaching workforce. It also explains how you can access key communications resources and stay informed about the 14-19 reform programme.

- 5.1** Your communications and IAG activities are likely to be closely linked already. For example, a key part of effective IAG is explaining to parents – as the key influence over the choices made by young people – the benefits of taking a Diploma. That is why communications and IAG are looked at side-by-side in this section.
- 5.2** We have produced Nuts and Bolts Guides on communications and IAG.
 - The communications Nuts and Bolts Guide sets out the internal communications consortia should carry out in their local area and within partner institutions, including case studies of effective communications and details of resources to support this activity. It also contains some information on external-facing communications, for instance working through the local media.

- The IAG Nuts and Bolts Guide identifies the roles and responsibilities of partners in providing IAG to young people, examines some of the main challenges in securing high quality, impartial IAG, and describes the range of support available. The guide contains a number of case studies illustrating how consortia and learning providers are developing IAG practice.
- 5.3** We have also produced a Nuts and Bolts Guide on gender equality in the Diploma, with case studies showing how gender barriers can be overcome.
- 5.4** All three Guides can be downloaded from April 2009 at www.diploma-support.org/nutsandboltsguides.

Supporting IAG professionals

- 5.5** One place to start to improve your IAG is to undertake an audit of current IAG activity so that you have a clear understanding of what is working well and where possible gaps exist. A consultant from igen – who have been contracted by the Department – can help you do this within your consortium by working with you to develop a plan of action for the future, with clear examples of what IAG activities you should do. This has already proved to be a popular offer; if you would like to access this support, go to www.14-19iagconsultancy.co.uk/.
- 5.6** Support for IAG is an important part of the central workforce support offer, aimed at practitioners, form tutors, and IAG professionals. This central offer includes:
- bespoke support responding to the results of the igen audit, to help you implement IAG improvement plans;
 - training to help practitioners embed careers education within their subject;
 - training to help practitioners provide information about learning and career progression opportunities relevant to their subject, including non-Diploma subjects;
 - training to help you access and make use of labour market information to help young people understand possible career options and make effective learning choices; and,

- training and support to assist implementation and promotion of Foundation Learning Tier Progression Pathways.

Supporting the wider workforce on IAG

- 5.7** It is important that all teachers and lecturers have a good understanding of Diplomas so that they are able to give advice to young people and, where necessary, help them access expert and specialist support. This is particularly important for those in pastoral roles, such as form tutors. We have organised a series of 14-19 briefing sessions where experts will come to your school or college and talk through the 14-19 reforms with all members of staff. These have been successful so far (with over 500 booked), and we will continue them. If you would like to organise one of these briefing visits for your school or college, please go to www.14-19reforms.co.uk/BookSession.aspx.
- 5.8** The Training and Development Agency (TDA) is developing Continuing Professional Development (CPD) resources, primarily aimed at subject teachers, which will help them understand and advise young people about 14-19 choices and progression. These resources will be accessible to all teaching staff whose school is participating in Diploma delivery at www.diploma-support.org.
- 5.9** Alongside the TDA materials, the support package will also support access to ten new classroom resources for Careers Education and IAG professionals, made available through this year's Careers Education Support Programme. Each will be a standalone lesson offered as an online interactive exercise and a non-IT based alternative. The lessons will have clear learning outcomes and utilise a wide range of teaching and learning styles. The ten topics to be covered are:
- Key Stage 4 decisions and pathways
 - post-16 decisions and pathways
 - Higher Education – raising aspirations
 - making careers research work
 - exploring Labour Market Information
 - “Who gets to do what?” Challenging stereotypes
 - careers in the modern world

- “What kind of decision maker are you?”
- choosing an Apprenticeship
- choosing a Diploma

These are available at www.cegnet.co.uk.

What are the briefing sessions?

The 14-19 briefing for schools and colleges sets out the key changes in the 14-19 reforms. It will take the form of a visit to schools and colleges by a dedicated briefing team and can be used as part of a training day.

The objective of the session is to enable practitioners to hear first hand the thinking behind the 14-19 Education Reform Programme and how it all fits together. It will help attendees gain a better understanding of the reforms and will give them more confidence when talking to students and parents.

You can find more information, including how to book, at www.14-19reforms.co.uk/Default.aspx

Communications

- 5.10** To support your local communications activity, leaders and managers in schools, colleges, and local authorities will be sent resources to use with staff, parents, young people, and local employers. These materials will be available in May and will be sent directly to you. Many can be downloaded at www.14-19reforms.co.uk.
- 5.11** These can be used alongside the Nuts and Bolts Guide on communications, which can be downloaded at www.diploma-support.org/nutsandboltsguides.
- 5.12** The Department will maintain the commitment to keep communications to the essential information, and will continue to use the *14-19 Delivery* newsletter as the main method of communicating updates to the support package, details of specific training dates or published resources, and support from awarding bodies, DDPs and other 14-19 partners.

- 5.13** Consortium leads and communications leads within consortia are expected to access the *14-19 Delivery newsletter* and we strongly encourage all others involved in Diploma delivery to subscribe. If you would like to subscribe, go to www.dcsf.gov.uk/14-19/newletters. Previous issues can be downloaded from this website.
- 5.14** An *Online Calendar* of training events is available at www.dcsf.gov.uk/14-19/support-and-events, where you can search by region, role and topic to identify relevant training for your area. The *Online Calendar* is regularly updated and it is worth checking when you are planning workforce training and support. You will also be able to find information about the support package and teaching resources at www.diploma-support.org.

Other useful information

You will be able to find more information about the support listed in this Guide at www.diploma-support.org. Other useful websites include www.dcsf.gov.uk/14-19 and www.qca.org.uk. Below is a list of related guidance that you might find helpful, along with a link taking you directly to it.

Name of guidance	What is it about?	Where can I find it?
Nuts and Bolts – Collaboration	Sets out the 'collaborative advantage' – why it is good to work together, and how best to achieve this	Can all be downloaded at www.diploma-support.org/nutsandboltsguides
Nuts and Bolts – Quality Assurance	Details good practice in assuring quality of Diploma delivery in your area, suggesting some models for you to consider	
Nuts and Bolts – Information, Advice and Guidance	Explains what excellent IAG looks like, and how you can achieve it	
Nuts and Bolts – Communications	Sets out good practice in communicating within your consortium and with the local community	

Name of guidance	What is it about?	Where can I find it?
Nuts and Bolts – Workforce Planning	Guidance and good practice on modelling and meeting your workforce needs in the context of implementation planning	Can be downloaded at www.diploma-support.org/nutsandboltsguides
Nuts and Bolts – Gender Equality	Provides case studies on overcoming gender barriers	
Nuts and Bolts – functional skills	Explains how functional skills can be integrated within the curriculum	
14-19 Partnerships and Planning	This document sets out high-level expectations of practice of 14-19 Partnerships, their planning and the support available	On the 14-19 website at www.dcsf.gov.uk/14-19/partnerships-and-planning
Employer Engagement Toolkit	Sets out what excellent employer engagement looks like and how you can achieve it	Will be published in summer 2009 on www.dcsf.gov.uk/14-19
14-19 Reform toolkit	Resources to give schools and colleges an overview of the 14-19 reform programme and help prepare for changes in your area	www.14-19reforms.co.uk/
Design for Success: Consortia Planning	This is the fourth and last illustration for the Design for Success publication, which looks in detail at a number of consortia models for Diploma delivery	Can be downloaded at www.qca.org.uk/qca_20937.aspx

Name of guidance	What is it about?	Where can I find it?
Design for Success: Creative Approaches to curriculum planning	Discusses issues for curriculum planning at Key Stage 4, emerging patterns of delivery, time allocations, planning for each Line of Learning and examples of curriculum design	Can be downloaded at www.qca.org.uk/qca_17942.aspx
Design for Success: functional skills delivery and the Diploma	Looks at how you can plan the curriculum to integrate functional skills in the delivery of Diplomas	Can be downloaded at www.qca.org.uk/qca_17941.aspx
Design for Success: Key Stage 4 curriculum	Advice for senior managers and practitioners in curriculum planning for the Diploma	Can be downloaded at www.qca.org.uk/qca_13963.aspx
Design for Success: Post-16 curriculum illustrations	Discussion of post-16 delivery of the Diploma at all three levels, with real examples from several consortia showing how providers in different circumstances are planning their Diploma curriculum	Can be downloaded at www.qca.org.uk/qca_18420.aspx
Design for Success: Progression through the Diploma (14-19)	Part of a set of resources to support senior managers and practitioners in curriculum planning for the Diploma	Can be downloaded at www.qca.org.uk/qca_13962.aspx

Name of guidance	What is it about?	Where can I find it?
Design for Success: shaping your curriculum to incorporate the Diploma (main brochure)	Looks at how to integrate the new secondary curriculum at Key Stage 4 and the Diploma, and supports senior managers and practitioners in curriculum planning	Can be downloaded at www.qca.org.uk/qca_13964.aspx
Diploma principal learning: Component Awarding Body guidelines for controlled assessment	Sets out the revised guidelines for controlled assessment planned for all Diploma principal learning (PL) qualifications due for first teaching from September 2009	Can be downloaded at www.qca.org.uk/qca_21584.aspx
English, mathematics and science content in principal learning	Guidance on the delivery of mathematics and science content in principal learning in Engineering, Construction and the Built Environment, Information Technology, and Society, Health and Development	Can be downloaded at www.qca.org.uk/qca_17923.aspx
Flexibility in Diploma programmes – Realising the potential of Additional and Specialist Learning	Sets out the role of Additional and Specialist Learning within the overall Diploma qualification and illustrates how Additional and Specialist Learning can be utilised to personalise learning	Can be downloaded at www.qca.org.uk/qca_21546.aspx

Name of guidance	What is it about?	Where can I find it?
Generic skills in Diploma learning	Covers functional skills, personal, learning and thinking skills, and the skills involved with the project to achieve a unified curriculum across all the different components of the Diploma	Can be downloaded at www.qca.org.uk/qca_20684.aspx
Guidance on managing project delivery	Provides background information for delivering the project component of the Diploma for management teams and curriculum planners in schools and colleges	Can be downloaded at www.qca.org.uk/qca_18468.aspx
Foundation Diploma Guidance – opportunities for co-learning	Explains the importance of recognising the foundation Diploma as a qualification in its own right and looks at co-learning for the foundation and higher Diplomas	Can be downloaded at www.qca.org.uk/qca_18241.aspx
Progression Illustrations	Examples of possible progression routes from phase 1 and phase 2 lines of learning into higher education, apprenticeships and employment	Can be downloaded at Phase 1 www.qca.org.uk/qca_18082.aspx Phase 2 www.qca.org.uk/qca_20584.aspx

Name of guidance	What is it about?	Where can I find it?
QCA guidelines on recording personal learning and thinking skills (PLTS) in the Diploma	Help for the planning and delivering of Diploma programmes to record PLTS in teaching and learning	Can be downloaded at www.qca.org.uk/qca_15598.aspx
The Diploma and its pedagogy	Research on the development of the Diploma for all those involved in Diploma planning and delivery. Provides a brief summary of key research, key theories of learning, and benefits of different approaches	Can be downloaded at www.qca.org.uk/qca_19933.aspx

Term	Think about
<p style="text-align: center;">Summer 2009</p>	<ul style="list-style-type: none"> ■ Developing an Implementation Plan that sets out your consortium's journey from here to 2010 and to the 2013 Entitlement. Who is teaching what, where and when? ■ How to allocate the Consortium Support Grant ■ IAG – going on a Learning Visit and follow-up to igen audit ■ Appointing Line Leads for each Diploma ■ How best to work with your Consortium Adviser ■ Signing up to Diploma and functional skills networks ■ Practitioners signing up for an introduction module on functional skills ■ Booking a 14-19 Briefing Session ■ Contacting NEBPN for employer engagement support ■ Completing a skills audit of your workforce ■ Undertaking a training needs analysis ■ Developing a workforce development plan
<p style="text-align: center;">Autumn 2009</p>	<ul style="list-style-type: none"> ■ Going on a Learning Visit on Collaboration ■ Teachers taking advantage of a Professional Development Placement ■ Planning your curriculum and accessing support to help ■ Setting up transport arrangements ■ Areas of delivery that you could show-case to others (you can talk to your Consortium Adviser about this) ■ Planning consortium-wide IAG, including addressing equality and diversity issues

Term	Think about
<p>Spring 2010</p>	<ul style="list-style-type: none"> ■ Going on a Learning Visit on employer engagement ■ Holding consortium-wide IAG events ■ Reviewing working arrangements with Consortium Adviser ■ Reviewing involvement of all practitioners in training ■ Collaboration and Quality Assurance arrangements for teaching
<p>Summer 2010</p>	<ul style="list-style-type: none"> ■ Confirming employers for autumn activity ■ Finalising timetable and curriculum ■ Finalising transport arrangements for September ■ Finalising arrangements for delivery



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