

14-19 Diploma delivery

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Purpose

- 1 This paper provides the Council with a report on LSC involvement with 14-19 Diploma delivery for young people.

Recommendation

- 2 Members of the Council are recommended to:
 - a) receive and comment on this report;
 - b) suggest ways that LSC can assist further in the roll-out of the 14-19 Diplomas; and
 - b) make recommendations for LSC to take forward with DCSF officials in the development of 14-19 Diploma policy.

Background

- 3 At its meeting on 30 July 2008, Council agreed a programme of reports it wished to receive over the coming year on issues around young people's learning and skills.

14-19 Diploma delivery

Current progress

- 1 First teaching of 14-19 Diplomas commenced in September 2008 with the first five lines – Construction and the Built Environment, Creative and Media, Engineering, Information Technology and Society, Health and Development - being taught to 12 072 learners in 144 consortia of colleges, schools and training providers in 100 local authority areas.

- 2 Of these learners 3504 are studying post-16. The Diplomas are available at three levels:
 - Advanced level: equivalent to 3.5 A levels involving 1080 guided learning hours (glh). Currently there are 1987 learners post-16.
 - Higher level: equivalent to 7 GCSEs at A* to C involving 800 glh. There are currently 896 learners studying for the higher (level 2) diploma, the majority in one year.
 - Foundation level: a level 1 qualification comprising 600 glh. There are 621 learners post-16.
- 3 Early feedback from lecturers and teachers as well as young people taking the Diploma qualification has been generally positive and although there remain significant challenges to delivering the Diploma, there is already a sense that:
 - that the Diploma offers a new and engaging context for learning
 - students are highly motivated by the applied dimension of the learning
 - in engaging with a more 'grown up' style of learning, students are benefiting in many ways - from breaking down barriers between different school communities, to taking ownership of learning, to experiencing life in the workplace
 - the systematic engagement of employers is a highlight of the Diploma
 - the different teaching approaches required by the Diploma are having positive effects on practitioners themselves
 - the Diploma's emphasis on collaborative working is giving staff new opportunities to engage in distributed leadership practices.
- 4 The focus for the DCSF and support partners continues to be on the standard of teaching of the Diploma, and on supporting the system to build capacity to deliver the Diploma and other key 14-19 reforms particularly putting quality before quantity as the Diploma programme is taken forward.

2009 Delivery

- 5 The next five lines – Business, administration and Finance, Environmental and Land-based Studies, Hair and Beauty Studies, Hospitality and Manufacturing and Product Design go live in September 2009. 313 consortia in 134 local authority areas have been successful in Diploma Gateway applications and projected figures are that there may be 37 900 learners post-16 in 2009.

2010 Delivery

- 6 The applications for gateway 3 are now closed with 334 consortia having applied from 146 local authority areas to deliver Diplomas in Public Services, Retail Business, Sport and Active Leisure and Travel and Tourism. LSC regional colleagues are currently involved in discussions with partners at

Diploma Gateway meetings to approve and quality assure consortia for delivery in 2010.

Phase 4 Diplomas

- 7 The Phase 4 Diplomas that will be available from September 2011 in Science, Languages and Humanities are currently being developed. Consultation events on the Line of Learning Statements took place throughout February.
- 8 Draft content has been published as part of this consultation. This has again been drafted by Diploma Development Partnerships, comprising academics, subject experts, business representatives and employers and illustrates how the qualifications will give learners knowledge and understanding of the subjects, alongside real life, hands-on skills and reinforces their role as an applied and work-related qualification aiming to engage students of all abilities through an active, multidisciplinary and practical approach to learning.
- 9 Suggested content and skills to be developed include:
 - How to speak a foreign language and how to take part in business meetings in a foreign language
 - Study how species interact and ecosystems change and set up a conservation programme or recycling scheme and examine its environmental impact;
 - Getting involved in a local policy issue, like the development of a new hospital and understand how to make it happen.

Diploma delivery support

LSC funding for Higher Diploma

- 10 Exceptional payments for delivery of the Higher Diploma in one year post-16 have been agreed with DCSF for 2008/09 and 2009/10 and are currently being processed for all post-16 providers. This is required because of the large size of the level 2 Diploma and the need to ensure that costs of collaboration are covered. These payments are in addition to the LSC funding methodology and are paid direct to each learner's home school, college or provider at the rate of £267 per learner (£274 in 2009/10), uplifted for area costs where applicable.
- 11 LSC, DCSF and QCA have met regularly to monitor the experience and emerging practice in the first year of delivery of the Higher Diploma post-16 and to provide further guidance for consortia wishing to maintain or introduce this particular Diploma offer.
- 12 A research project with LSN has been commissioned to review the funding models for Diplomas with specific attention on how consortia are approaching

delivery of the Higher Diploma in one year. Funding across all levels of the Diplomas will also be included. The project will consider the models being used for money to pass between consortium members and the cost of various aspects of the provision. The project is expected to report in March.

Diploma communications

- 13 DCSF have launched a significant national campaign to promote Diploma take-up with radio, national and local press and outdoor advertising. There are also roadshow events running from 8th January through to 27th February.
- 14 There is also continuing PR involving a programme of using high-profile employers at CEO level from blue-chip companies to act as media advocates for the Diploma; maximising the use of the Diploma Employer Champions Network with now more than 100 employer supporters available to speak to employer audiences; media briefings with key education correspondents and specific advertising in trade journals such as Personnel Today, HR Director and People Management.
- 15 There are also more general 14-19 Briefings offered to colleges and schools for all staff which started in January. The Briefings have been developed in response to DCSF research which showed low levels of understanding among school and college staff of the rationale for the reforms, and how they fit together. The briefings give through presentation and film, an overview of the full 14-19 reform programme. All schools and colleges have been invited to host a briefing session. DCSF have the capacity to hold up to 1500 events between now and May 2009.

Support for consortia

- 16 There has been considerable work to improve the consortium support package for future delivery. This has followed from consultation with those on the ground including practitioners. The outcome for consortia successful in Gateway 3 is that Diploma consortia and 14-19 partnerships will take a stronger lead in planning and organising their own training, and that DCSF will look to expand the use of networks and peer-to-peer support.
- 17 DCSF are keen to move away from having compulsory elements to the package and will want to make it much more bespoke and flexible for consortia. Stakeholder events in February have been arranged to gather further views on the proposals.

Clearance

This paper has been cleared by Rob Wye, National Director of Young People's Learning and Skills.

Communications

No external communications necessary.

Impact assessment

The various initiatives and activities described in this paper are intended to have a positive impact on the learning opportunities of young people, and in particular of disadvantaged young people.

Resources

The costs associated with the initiatives and activities described in this paper are within existing plans for increased participation by young people.

Paper creator	Rob Wye
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