

14-19 Reform



Workforce planning

Nuts and Bolts series

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Introduction

What is this guide?

This is one of a series of guides to support the delivery of Diplomas. It looks at how successful workforce planning can help Diploma consortia to make sure that their workforce is ready for immediate and future Diploma delivery.

The guide gives an overview of workforce planning and outlines key challenges and how you can meet them. As well as an action plan and useful resources, it includes real examples of workforce planning by Diploma consortia.

Workforce planning is an integral part of implementation planning, and this guide should be read in conjunction with the Nuts and Bolts guide on implementation planning.

Who is it for?

This guide is for senior leaders in Diploma consortia who are responsible for delivering workforce planning.

What other guides are available?

Other guides in the Nuts and Bolts series are available from www.diploma-support.org/nutsandboltsguides.

Sharing your experiences

If you are aware of emerging practice or experience on workforce planning or other aspects of consortium work that you would like to share, please feed these through your local consortium adviser. Their contact details can be found at <http://lmdp.14-19support.org/consortiumadvisers>. You can also join discussions on www.diploma-support.org.



Workforce planning

Workforce planning is the process for making sure that you have the right numbers of people with the right skills in the right places to deliver Diplomas across each of the delivery phases up to 2013.

It involves comparing the skills, knowledge and experience that you need with the skills knowledge and experience that you already have. This can help you identify gaps in your workforce and strategies for addressing them. These strategies may involve professional development for individuals, groups or even your whole workforce, as well as recruitment and succession planning.

Workforce planning and implementation planning

Workforce planning is an integral part of implementation planning. All Diploma consortia will need to develop implementation plans that outline everything they need to do to achieve their vision for delivering Diplomas. These plans may be part of a wider local authority (LA) 14–19 partnership or LA plans for 14–19 provision. However they are organised and managed, implementation plans should include plans for developing the workforce. It is important that your workforce plan follows the same structure as your

consortium's implementation plan or that of your LA 14–19 partnership plan.

A workforce plan will usually be a written document. It will be a working document, which is updated regularly as the implementation plan changes and new lines of learning are introduced. Your workforce plan will also link with other development areas within the implementation plan – for example curriculum development.

There is detailed guidance about implementation plans in the Nuts and Bolts guide on implementation planning.

Workforce planning and Diplomas

Preparing your consortium's workforce for the introduction of Diplomas and other reforms of the 14–19 curriculum will require a proper programme of professional development, as well as recruitment and succession planning.

You will need to include short-term plans for delivery in 2010 and longer-term plans for delivery of the 2013 entitlement. The plans will depend on how your consortium expects to phase in Diploma delivery and when each line of learning will be introduced.

As well as practitioners, consortia will need staff with a wide range of experience, skills and knowledge, with a variety of relevant backgrounds and appropriate expertise from industry. You will also need leaders and managers who can manage change and collaborate with other organisations, as well as well-informed support staff who understand what is required to deliver reforms and are able to support management.

Professional development

The kind of professional development that your workforce may need includes:

- subject training to enable practitioners to deliver Diploma lines of learning
- training about generic areas, such as information, advice and guidance (IAG), or the wider 14–19 reforms
- support for leaders and managers
- support for staff to prepare for the change in their roles, including retraining
- staff placements, support and training in a wider range of work settings to improve their understanding of applied learning.

Support staff

It is important that you do not neglect your support staff – they are a crucial part of making the delivery of 14–19 reforms successful. Administration and examinations officers are particularly important. Support staff in this context should include the following (see Table 1 overleaf):

Table 1. Support staff who should be included in workforce planning

Learning support	Student support	Administration	Specialist and technical
<ul style="list-style-type: none"> ■ Higher-level teaching assistants ■ Teaching assistants ■ Cover supervisors 	<ul style="list-style-type: none"> ■ Learning mentors ■ Careers advisers ■ Work placement organisers or co-ordinators 	<ul style="list-style-type: none"> ■ Administrative assistants ■ Secretaries ■ School business managers ■ Examinations officers 	<ul style="list-style-type: none"> ■ Librarians and library assistants ■ Science technicians ■ Information and communications technology (ICT) technicians ■ Craft, design and technology technicians ■ Sports technicians ■ Food technicians

As a minimum, the support they receive should give them a good understanding of the 14–19 reforms, the structure and nature of the Diploma and an awareness of their roles within this. They may also need specific support on:

- partnership working and information sharing
- engaging with employers and organising work placements
- dealing with protocols for administration
- preparing for assessment
- developing and sourcing materials and resources
- standards
- timetabling.

Recruitment and succession planning

It is unlikely that you can prepare your workforce for Diplomas through professional development and training alone. Recruitment planning can help your consortium to prepare for future Diploma delivery and address shortages in skills, knowledge and experience. Succession planning is also important to help to develop future leaders, such as Diploma line leads.

Other development areas

Workforce planning can act as a driver that integrates other development areas in your consortium's implementation plan, for example curriculum planning. Engaging with workforce issues can provide the stimulus and tools for longer-term thinking, which can help you to develop strategies to shape workforce planning for the future.

Roles and responsibilities

Your consortium's workforce plan will be an integral part of your implementation plan. This plan will have been agreed by senior leaders, as well as consortium partners and your local strategic partnership. However, it is usually most effective to have one person responsible for workforce planning across the consortium. They will co-ordinate all aspects of the plan, and make sure that it is kept up to date and monitored.

The workforce planning lead will be supported by a small group of senior managers from across your consortium. This means that the needs of the whole curriculum and all the different institutions within the consortium are met. It also means that senior leaders commit to allowing staff time to attend training and development, and that staff commit to doing so.

You should use expertise from across your consortium to help you deliver your plan. For example, continuing professional development (CPD) co-ordinators in each institution can help to achieve your longer-term consortium workforce plan.

Workforce planning across Eastleigh Consortium

Auditing skills and knowledge

Eastleigh Consortium in Hampshire has carried out staged audits over a number of years, leading to the development of a consortium-wide plan for professional development.

The first stage in 2004–06 consisted of an audit, assessing the generic skills of all prospective Diploma teachers. The audit, which was compiled by the consortium itself, turned out to be rather bland and did not yield many useful results.

In 2008, the consortium needed to know in more depth the workforce development needs of all Diploma delivery staff in readiness for the roll-out of six Diplomas. The Learning and Skills Network (LSN) was approached with specific questions. A bespoke online questionnaire was produced by LSN for the consortium. It was Diploma-line specific, asking participants to rate all delivery aspects of each Diploma on a scale of 1–4. It also included questions about more general aspects, such as learning and teaching, assessment and industrial experience. Separately, an audit was also carried out by IGEN involving all the staff connected with IAG across the consortium.

These audits identified gaps in skills and knowledge, which enabled the consortium to develop an effective consortium workforce plan addressing a variety of training and professional development needs. One particular focus area that emerged was to improve staff familiarity with the modern workplace.

The next stage of the audit will be to extend it to subject staff who teach Diploma students – IT, maths and geography teachers, for example – to refine the needs and content of the workforce plan.

Training and professional development

The consortium used the information from its audits to develop a professional plan that involved a wide range of staff development. For example, the staff closure day across the consortium in March is used to enable all Diploma staff to work together to plan delivery. Other staff have established links with local employers to develop an understanding of different aspects of the Diploma teaching, such as applied learning. Staff have visited employers and worked with them to see how projects are managed in reality in the workplace. This contextualised learning is then used in the classroom when teaching project management to the students. Other staff have had industrial secondments and have visited employers in the area to develop more understanding of the workplace.

Outcomes

As a result of these interventions, staff are now much more confident about delivering the Diplomas. Working with employers has also made them more enthusiastic and this has raised the tempo of the Diploma delivery. This contextualisation has helped staff to develop a deeper understanding of the workplace. The experience has also given staff a better understanding of applied learning and how it can be used to teach more effectively in the classroom.

For more information, please contact Stephen Shaw at sshaw@quilley.hants.sch.uk

Key challenges and how to meet them

Updating your plan regularly

Workforce planning is an ongoing process and you will need to update your plan regularly. Your priorities and objectives will change as different lines of learning are introduced between now and 2013. Your workforce's skills, knowledge and experience will also change as staff complete training, gain more experience, and join or leave your consortium. You also need to update your plan regularly against your consortium's implementation plan.

Being realistic in your timescales

You need to make sure that your actions and deadlines are mapped against the points of delivery in your consortium's implementation plan. Most implementation plans will have a combined timeline so that you can see how your actions fit with other plans.

You need to plan as far in advance as possible. If you do not, implementation could be delayed because of skills shortages or support needs. Make sure that your plan builds in enough time to develop and recruit staff. This is particularly the case for support staff.

Collaborating with your consortium colleagues

You will need to identify your workforce needs across your consortium and this will mean involving partners from all the different institutions and organisations – as well as partners such as employers.

Forecasting your future needs

A key challenge for Diploma consortia is working out what you need for each phase of Diploma delivery. You need to decide what skills, knowledge and experience you require and when you need them. This will help you to set up a realistic timetable for training and development as well as recruitment – but remember things will change. Your forecast will never be completely accurate and you will need to keep updating it. In fact, it will probably become more complicated as each line of learning is introduced. Try to identify important milestones and some of the key skills and knowledge you will need at each point. Once implementation is underway, you will be able to share the task of forecasting with line leads and other workforce middle managers.

You should think about the following points:

- **Your consortium's planned roll-out of Diploma delivery are:** What Diplomas you planning to deliver from when? Do you have the skills, knowledge and experience to deliver them? If not, are you going to recruit or retrain?
- **How ready the different parts of your workforce are to deliver Diplomas:** You need to include staff who are not directly involved in delivery – for example IAG staff who will need to help students to make informed choices about Diplomas. The sub-sectors to think about include:

 - leaders and managers
 - teaching staff
 - form tutors
 - support staff such as teaching assistants (see pages 5 and 6)
 - assessors
 - functional skills practitioners
 - examinations officers
 - IAG staff
 - pastoral staff
 - employers.
- **What changes you can expect to your staff:** For example, staff leaving, retiring or going on secondment.

Table 2 overleaf gives an example of how you can make a start with forecasting. The left-hand column identifies some of the gaps that this particular consortium is beginning to experience. The centre column identifies the objective that needs to be achieved. When comparing the gap to the objective, it becomes easier to forecast what action might be required and when.

Table 2. Forecasting workforce planning activity: an example

Specific gaps in skills, knowledge and experience that will have an impact on future delivery	Sub-sector	Objective	People involved	Forecast of possible workforce planning activity
<p>Not all Diploma staff have an understanding of:</p> <ul style="list-style-type: none"> ■ how their subject fits into the 14–19 curriculum plan; or ■ the need to collaborate across institutions 	Leaders and managers	Develop an understanding of 14–19 offer for the consortium	All heads and college principals	<p>Senior staff fully aware of 14–19 curriculum change. <i>Complete by Jan 20XX</i></p> <p>Senior staff equipped to manage change. Collaboration skills highly developed. <i>Complete by May 20XX</i></p>
There is a lack of awareness of Diplomas as part of the 14–19 offer	Leaders and managers, curriculum planners	Develop a collaborative consortium vision for 2013	Deputy heads, college curriculum planners, timetablers	In-depth knowledge of transitional issues. <i>Complete by May 20XX</i>
The structure of the Diploma is not fully understood by all staff	Wider workforce	Action to bring all staff up to the required level of understanding	School staff and employers	Basic IAG in Diplomas. <i>Complete by June 20XX</i>
Lack of quality standards across the consortium that will impact on equality of opportunity	IAG	Arrangements for Diploma advice have been implemented as part of careers education for Year 9	All IAG staff	In-depth IAG knowledge of Diplomas and other options. <i>Complete by May 20XX</i>

Auditing skills against standards

You need to carry out audits regularly across your consortium, so that you know exactly what skills and knowledge you have and what you need. This will change as staff develop new skills and knowledge, new people join and others leave. You may also need to develop auditing skills and capacity in your consortium to do this.

Make sure you take the following steps:

- **Set standards that you can audit against:** You might want to phase this activity and start with the priorities for key Diplomas as well as specialist areas, such as IAG. For example, you could audit against the standard sets of subject competences that are required to be taught for each Diploma as developed by examination boards. Or you could audit against the generic teaching skills that all practitioners are expected to be competent in, for example applied learning, assessment **for** and **of** learning, collaborative working, the development of reflective practice, generic learning skills, IAG and personalised learning.
- **Identify which staff should be involved in the audit:** for example, practitioners, IAG staff, employers, senior leaders. For generic skills, you might want to audit your whole workforce.
- **Work out how you are going to carry out your audit:** Think about what is appropriate for different groups of people. You could use questionnaires, online tools, team health checks and

individual performance management objectives.

Feeding performance management into the workforce plan

Performance management systems will highlight individual and team needs and these should be fed into the audit process. This will mean that all middle managers will need to have an understanding of Diploma delivery so that they can identify skill needs as well as talk to staff in their appraisals. By making sure that the CPD co-ordinator in each consortium institution links with the relevant consortium manager who is responsible for workforce planning, performance management information will feed into the workforce plan.

A collated skills audit across Wealden Consortium

This case study shows how Wealden Consortium used a collaborative approach to audit skills, knowledge and experience. Each school, college and employer nominated someone to work with the 14–19 consortium manager so that the skills audits from each sub-sector of the workforce were collated.

The consortium undertook a detailed staff audit using a locally devised verbal questionnaire to inform Diploma delivery from 2008 and beyond. They initially chose to target specific areas of the workforce, such as Diploma delivery staff and employers.

All relevant delivery staff and support staff, including mentors, were assessed using the locally devised audit tool. This process informed the consortium whether practitioners on Hair and Beauty Studies, Environmental and Land-based Studies and Hospitality programmes were current industrial practitioners or had recent and relevant industrial experience. School-based expertise was identified for the additional specialist and generic learning.

Results of audit

- Individual classroom practitioners identified in the audit in schools involved in Diploma delivery will update and develop their industrial awareness of Environmental and Land-based Studies, Hair and Beauty Studies and Hospitality. They will do this through teacher placements arranged together with professional development placements.
- The local further education (FE) college practitioners identified the need for improved classroom management skills. These skills are necessary for delivering the Diploma to 14–16-year-old students and have been incorporated into the induction programme for new staff.

- Recruitment criteria for Diploma line co-ordinators will include a thorough knowledge and understanding of Diploma components and how these can be collaboratively delivered.
- For each Diploma line of learning, Wealden established an employer champion to assist and advise the audit of Diploma-specific knowledge and skills. This proved to be successful when planning the Construction and the Built Environment Diploma, which is currently being delivered across the consortium.
- Diploma co-ordinators for all lines of learning, in conjunction with the Education Business Partnership, liaise with identified local employers to establish a sector workforce skills and qualifications audit against Diploma requirements.

Performance management and the Diploma skills audit

Diploma delivery staff were also audited as part of their individual performance management objectives. This general information from the performance management process in each institution was then collated. The 14–19 consortium manager made sure that the training plan for 2009 incorporated the needs identified from each institution, such as training in functional skills.

Outcomes

The CPD plan for the consortium is much more targeted and specific. Institutions and individuals feel that their needs, as well as the needs of the Diploma and its delivery requirements, are planned for.

For more information, please contact Craig Channel at craig.channel@wealdenskillscentre.co.uk

Illustrating auditing skills and knowledge for delivery

Eastbourne and Hailsham Federation has used a detailed staff audit for planned Diploma delivery from 2009. The targeted audit concentrated on specific workforce areas for 2009 delivery. The Training Needs Analysis Tool developed by the Training and Development Agency for Schools (TDA) was used to audit the skills. Each Diploma line was asked to complete the questionnaire. The consortium manager collated the information.

Results of audit

- The audit showed significant strengths at Sussex Downs College (SDC) where practitioners on Society, Health and Development, Creative and Media, IT, Hair and Beauty Studies and Hospitality programmes are either current industrial practitioners or have recent and relevant industrial experience.
- The audit identified the need for classroom practitioners in schools who will be involved in the Diploma delivery to update and develop their industrial awareness in Society, Health and Development and in ICT.
- SDC practitioners also recognised the need for improved classroom management skills necessary for the delivery of Diplomas to 14–16-year-old learners.
- The audit highlighted that an integral part of the recruitment of Diploma line co-ordinators to help gain a thorough knowledge and understanding of Diploma components and how these can be collaboratively delivered.
- As part of their new role, Diploma line co-ordinators will liaise with the relevant local employer champion to establish a sector workforce skills and qualifications audit against Diploma requirements.

- Experience gained through the Gateway 1 process has identified the need for a wider audit of staff to explore the capacity to deliver the generic elements of the Diploma with special reference to functional skills. Seven institutions are currently involved in the functional skills pilot but, as the Diplomas roll out, more staff will be required for effective implementation.

Outcomes

The audit has highlighted areas that could have been missed initially and has enabled the workforce development plan to be a more precise document, allowing training and strategic planning to be much more targeted.

For more information, please contact Barry Samways at barrysamways@btopenworld.com

Analysing your training needs

An audit of your training needs will identify the gaps in your consortium's skills, knowledge and experience, as well as strengths that you might want to build on or share with other consortia. The results of this audit should be compared against the delivery needs highlighted in your consortium implementation plan or your forecast.

The gaps should also help you to work out what training and development each sub-sector of your workforce needs. This can be developed into an overall training plan, and for each action you should include a risk statement that identifies any risks associated with achieving that outcome within timescales. A simple 'red', 'amber' or 'green' ('RAG') rating for each risk – and an outline of what can be done to minimise this risk – will help to monitor them. Table 3 opposite illustrates this approach.

Your consortium adviser can help you to identify and prioritise professional development needs.

Table 3. Training needs risk assessment: an example					
	Objective	People involved	Specific gaps in skills, knowledge and experience	Actions agreed based on training needs analysis	Risk assessment (red, amber or green)
Leaders and managers	Develop an understanding of collaborative quality assurance (CQA)	All heads and college principals	Not all Diploma staff have an understanding of CQA in their subject	CQA workshop to agree action	Heads not attending due to other commitments
Leaders, managers and planners	Develop a collaborative consortium vision for 2013	Deputy heads, college curriculum planners, timetablers	Lack of understanding of Diplomas as part of the 14–19 offer	Operational meetings to agree on a common curriculum plan for the consortium	Some delay in agreeing protocols across all institutions
Wider workforce	Action to bring all staff up to the required level of understanding	School staff and employers	The structure of the Diploma is not fully understood by all staff	Specialist Schools and Academies Trust (SSAT) 'twilight briefing' for all staff in all schools	CPD co-ordinator circulated dates to all involved
IAG	Arrangements for Diploma advice has been implemented as part of careers education for Year 9	All IAG staff	Lack of IAG quality standards across the consortium	Specialist IAG support and local training event	Relies on all stakeholders being willing to agree common message

Using a training needs analysis

Once the gaps for each area of the workforce have been identified, it is necessary to specify how the needs will be met. Eastleigh Consortium followed up its audit with a needs and gap analysis in all the Diploma lines. The audit identified that:

- staff in colleges were reasonably confident about delivering the introductory hospitality units
- staff in schools had little or no experience in delivering the introductory hospitality units
- staff across the consortium were less confident about delivering customer service standards
- three of the staff had no experience of working with people in the hospitality industry
- schools had less experience than the colleges of business and finance in the hospitality industry
- many of the staff who were very confident with the units on business and finance had previous or current expertise in running a catering business or working in marketing
- most of the staff were confident in food preparation and hospitality services
- staff in schools were less confident than those in colleges in managing food operations.

There was a marked difference between the teaching experience of staff in schools and colleges:

- staff in schools had experience in teaching 14–16-year-olds
- staff in colleges had no experience in teaching 14–16-year-olds
- staff in colleges were very familiar with NVQs, BTEC and Apprenticeships
- staff in schools had no experience of teaching NVQs, BTEC or Apprenticeships
- overall, there is a significant lack of expertise in applied learning among the staff delivering the Hospitality Diploma.

There was limited recent work experience among staff in the schools. The work experience of college staff was relevant to hospitality operations. However, there was limited expertise across the consortium of the hospitality industry and the business and finance aspects of hospitality, other than running a small business.

There was a varied understanding of assignment delivery, although there was some expertise in writing assignments for several awarding bodies, including OCR and WJEC.

For more information, please contact Stephen Shaw at sshaw@quilley.hants.sch.uk

Identifying what resources you need

Once you have identified your training needs, you will need to find good quality training that can be delivered within your timescales.

Your plan should identify what resources you will need to fund training or support. This should also look at the cost of giving staff time to undertake training – for example, if you need to provide cover.

Making sure that your staff are committed

The development of staff across your consortium will need commitment from staff at all levels. Developing your plan with the support and input of senior leaders will help secure the commitment you will need.

Including quality assurance in your workforce plan

You need to make sure that you build quality assurance into your workforce plan. This will include reviewing the progress of your plan and evaluating your outcomes – for example, has professional development and training been successful? What has the impact been?

Your action plan

You will probably need to split your workforce planning into two parts.

Short-term planning for a start in 2011

This will mainly be about increasing the skills of the workforce across your consortium but should also address recruitment and succession planning. You will need to audit existing skills and knowledge to identify what professional development will be needed to make sure that staff are ready to deliver Diplomas and to establish whether additional staff need to be recruited. The timescales for workforce development and training should fit with your consortium's planning cycle. They should also be mapped across the year to correspond with points where elements of implementation need to be in place. See Table 4 for an example.

Longer-term planning for 2013 delivery and beyond

This will be concerned with the long-term development of your workforce. It will be informed by the 14–19 partnership plan, your consortium's implementation plan and any workforce implications from the wider LA 14–19 strategy and planning, including for example the Children and Young People's Plan. The key steps are described in Figure 1 on page 26. You will need to take account of the phased introduction of Diplomas. So you need to, for example, audit skills regularly as you prepare for the delivery of each new line of learning.

Developing a workforce plan

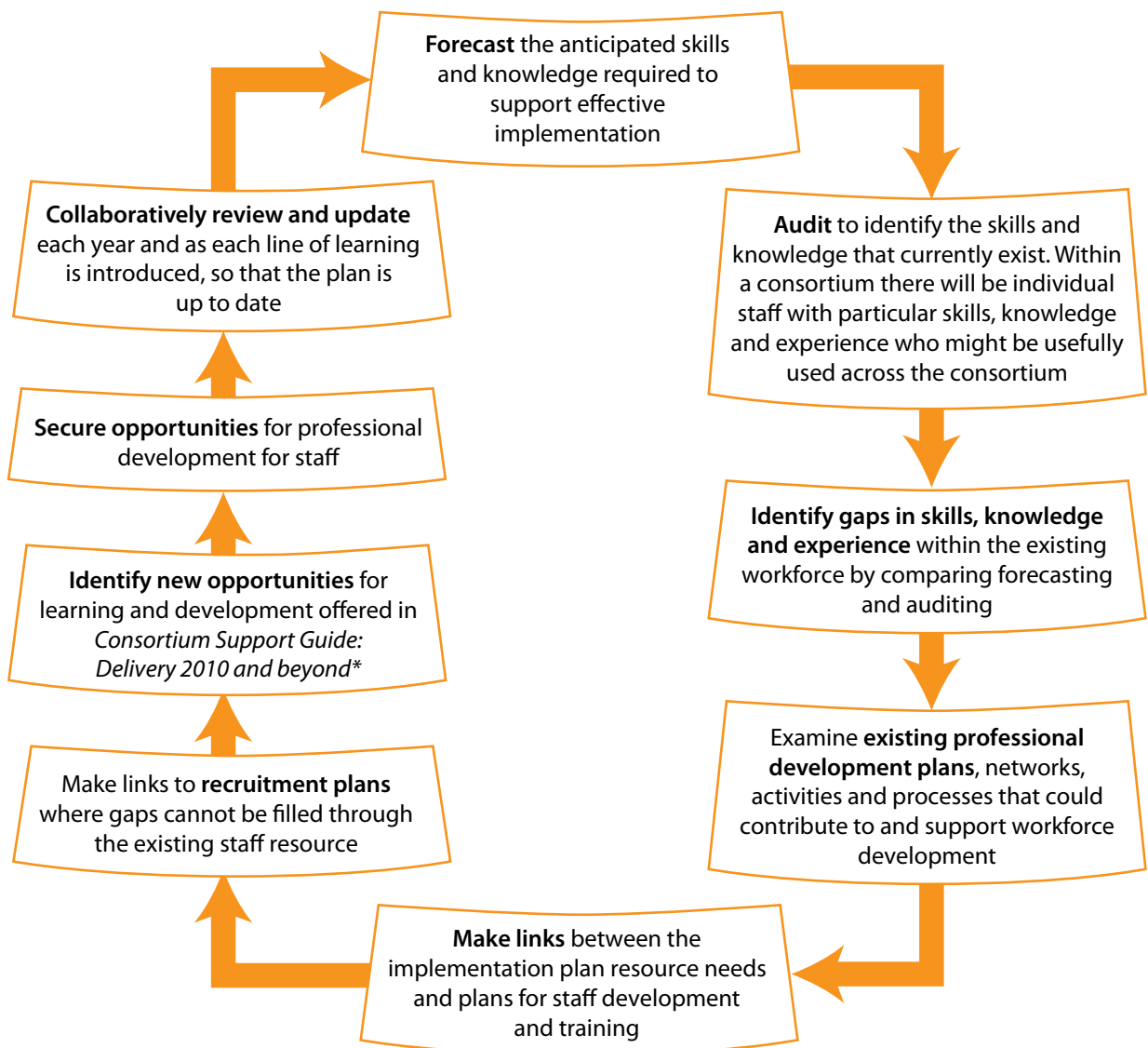
On page 25 there is an extract from a short- or medium-term workforce plan in the process of development. It is based on Department for Children, Schools and Families (DCSF) guidance on implementation planning, which suggests the use of seven headings:

1. **Objectives:** What are your objectives? It may be helpful to break these down into different steps that need to be achieved consecutively.
2. **Actions:** What actions need to be taken to meet your objectives? Be as clear as possible about the purpose of the action and what needs to happen.
3. **Responsibility:** Who is responsible for making sure that these actions are carried out? Your plan should identify all the individuals or groups who will be involved – for example, you may have to carry out an audit with all staff to identify what skills, experience and knowledge they have.
4. **Timescales:** When will your actions be carried out? What are the start and completion dates? Make sure that your deadlines are realistic and that you work to fairly short timescales – you are more likely to achieve the outcomes if they are broken up in this way. Your key deadlines should be incorporated into your consortium's implementation plan, which should include a timeline that shows all actions for each development area. This will help to make sure that your actions can be achieved without putting too much of a burden on staff.
5. **Resources:** What resources do you need to deliver the actions? This includes the cost of staff time, for example to attend meetings or take part in work groups. You may also need support from workforce development partners.
6. **Monitoring arrangements:** How can you monitor that actions are being carried out successfully? Set fixed points or dates for reviewing your actions and identify who will review them.
7. **Outcomes:** What are the outcomes that you want to achieve? Make sure that these are measurable.

Table 4. A workforce development plan to illustrate actions for a 2011 start date

Workforce sector	Objective	People involved	Actions	Timescale	Resources	Monitoring	Outcomes
Leaders and managers	(a) Develop a workforce vision for 2011 and onwards	All heads and college principals	National College/LSIS* Collaborative visioning workshop to agree action	Four terms before start date (Summer 2010)	Strategic group	Follow-up by heads and principals in autumn 2010	Operational groups begin to implement delivery
	(b) Develop a collaborative curriculum plan for the consortium	Deputy heads/college curriculum planners/timetablers	Gain agreement on a common curriculum plan for the consortium following on from audit	Four terms before start date (Summer 2010)	Operational group	Follow-up by heads and principals in autumn 2010	Operational groups begin to implement curriculum plan
Diploma teaching staff	Ensure that staff are well-prepared to use applied learning, target setting and reflective learning to improve delivery of Diplomas	Line leads in schools and sixth-form colleges	Agree options for addressing skills audit gaps	Three terms before start date (Autumn 2010)	Diploma cluster meetings to work with subject learning coaches and/or advanced skills teachers	CPD review of line leads' performance	Lines are planned and ready for delivery No gaps in staff's skills and experience
Employers	Knowledge of how the project and work placement and other contributions fit into the Diploma	Work placement leads and employers	Identify key employers and set up specific arrangements to ensure integration of employers' contributions	Four terms before start date (Summer 2010)	National event and follow-up meetings locally Attendance at National College/LSIS* national briefings for employers Specific meetings with consortia line leads to identify skills gaps and opportunities for CPD	Feedback from employers and line leads	Employers actively involved in developing their contribution to the Diploma, ensuring integration with schools and college elements Maximised opportunities for skills transfer to practitioners to improve the experience for learners
			Set up briefing sessions and identify follow-up needs Define roles and responsibilities of key support staff, e.g. admin and examinations officers	Three terms before start date (Autumn 2010)		Operational group follow-up of support staff	Staff more confident in explaining Diplomas Support staff prepared and able to discharge their responsibilities
Wider workforce	Understanding of the Diploma and its position within the 14–19 curriculum, and roles and responsibilities in delivery and support	School and college support staff					

Figure 1. Essential steps in workforce planning



* See 'Further resources' on page 27 for details of how to access a copy

Further resources

General Diploma support

Diploma support

This offers a comprehensive suite of training, consultancy and resources for all practitioners preparing to deliver Diplomas.

www.diploma-support.org and
www.14-19support.org

Learning visits

For information and schedules about Diploma development.

<http://lmdp.14-19support.org/peertopeer>

Professional development for Diploma providers

The DCSF has asked a range of national partners to develop the capacity of the workforce who will be teaching, supporting or managing delivery of the Diplomas. The TDA is working with Lifelong Learning UK (LLUK) to produce a framework of professional development for school and college staff delivering the Diplomas.

www.tda.gov.uk/teachers/hottopics/educationreforms.aspx

Publications

A Guide to Support the Professional Development of Diploma Teachers (LLUK with the TDA, 2008)

This is an updated guide to assist with the planning of professional development for Diploma teachers that has been published by LLUK in partnership with the TDA. It identifies and explains the knowledge, skills and understanding that contribute to effective Diploma delivery. The guide also maps specific areas of development to professional standards for teachers in both schools and in FE colleges, making it possible to identify whether relevant skills and knowledge have been gained. The areas in which Diploma teachers can enhance their knowledge, skills and understanding through professional development are identified as: applied learning, assessment for and of learning, collaborative working, developing reflective practice, generic learning skills, IAG and personalised learning.

www.lluk.org/2942.htm

Consortium Support Guide: Delivery 2010 and Beyond (DCSF, 2009)

www.dcsf.gov.uk/14-19/documents/consortium_support_guide.pdf

Excellence in Supporting Applied Learning (LLUK with the TDA, 2009)

The TDA and LLUK have jointly published this report, building the evidence base to underpin the development of the new and existing workforce that will deliver Diplomas. The report draws on: evidence from the Increased Flexibility and Pathfinder programmes; interviews with senior managers, 14–19 advisers and other key respondents; and literature from the Nuffield Review of 14–19 and other relevant research. This document gives a backdrop to the need to build the skills, knowledge and understanding of the workforce.

www.tda.gov.uk/upload/resources/pdf/t/tda_excell_supp_appliedlearning.pdf

more...

From Here to Entitlement: A Self-assessment Toolkit for 14–19 Partnerships (LSC, 2009)

This toolkit helps 14–19 partnerships to assess their readiness to deliver the 14–19 reforms. It aims to describe what a good 14–19 partnership looks like, to point you in the direction of useful resources and to support collaborative activity across a range of key themes, like IAG, employer engagement and workforce development. It is for strategic leads who are involved in the design, planning and implementation of 14–19 strategies.

<http://readingroom.lsc.gov.uk/lsc/National/nat-fromheretoentitlementversion2august32009-aug09.doc>

National Evaluation of Diplomas: Preparation for 2008 Delivery (DCSF, 2009)

This evaluation of the Diplomas by Exeter University outlines the need for further development of the workforce in a number of key areas. These include IAG, understanding of Diplomas across all stakeholders, teaching and learning such as schemes of work and teaching styles, functional skills teaching, consortia collaboration for shared delivery, employer engagement and developing skills to teach Diplomas at all levels. To cover this breadth, the audit of skills needs to be refined to ensure that it reflects the needs of Diploma delivery and is not merely a generic exercise.

www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RW079.pdf

Succession Planning Demystified (Institute for Employment Studies, 2000)

Hirsh, W. Report 372. This report looks at succession planning and what it means for organisations. For a summary of the report or to order a copy of the full report go to <http://www.employment-studies.co.uk/pubs/summary.php?id=372>

Other online resources

LSIS/National College online modules and case studies

The modules are part of a package and can be supported by workshops. They contain various self-assessment tools and learning activities which may help you meet challenges or find solutions within your consortium.

<http://lmdp.14-19support.org/>

TDA electronic resources

■ ***Involving Business in Diploma Lessons: A Guide for Teachers***

This CD-ROM resource provides information for teachers to work effectively with representatives from business in delivering the Diplomas.

For more information or to order a CD, email **14-19@tda.gov.uk**



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