



Delivering the 2013 Diploma Entitlement: guidance to local authorities and providers



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Ministerial Foreword

Rt Honourable Iain Wright MP



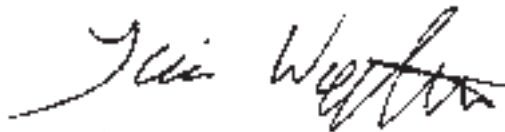
These are exciting and challenging times in the world of education. Our system needs to adapt to the rapidly changing world that we are living, working and learning in if it is to equip our young people for the challenges they face. Through the passing of the legislation to raise the participation age to 18, we have made an historic commitment to the education and training of all our young people. This ambition will only be realised if the right learning opportunities are in place to motivate and inspire them and to help them achieve their goals, progressing to further study or into employment.

Our 14-19 qualification reforms offer four clear routes: setting out real alternatives, so that it is easier for young people to navigate the system; and so as to ensure that there is a qualifications offer suitable for every young person. We are making good progress in introducing this wider choice. As we set out in our *Delivering 14-19 Reform: Next Steps* implementation plan published last year, in 2008 we introduced revised A levels and the new Diploma was taught for the first time; we have consulted on a strengthened design framework for Apprenticeships; and we continued piloting new functional skills qualifications in English, mathematics and ICT which will underpin each of the four routes. New GCSEs will be introduced in 2009 and 2010 and we have been piloting the curriculum and qualifications framework for the Foundation Learning Tier which will be available in every local area in 2010.

From 2013, young people will have an entitlement to an Apprenticeship or a Diploma place, and will be able to access Foundation Learning Tier programmes in every school or college, as well as GCSEs/A levels. We will also conduct a review in 2013 to consider the progress we are making in ensuring publicly funded qualifications are combining to meet the needs of young people, employers and universities.

There is huge commitment to this agenda across the country and we have already seen significant progress since the 2005 *14 to 19 Education and Skills* White Paper. I want to build on that progress and commitment and over the next four years, we will work with our partners nationally and locally, to ensure that every young person can access an appropriate learning place, and so put them on the path to success. Local authorities, schools and other providers have a central role in delivering these reforms. That is why we have produced this guidance on the Diploma Entitlement, to support them in meeting their duties.

I want to thank you for all you are doing to contribute to the success we have seen already and look forward to working with you in this next phase of preparation.

A handwritten signature in black ink, appearing to read 'Iain Wright', written in a cursive style.

Iain Wright

1. Key information on the Diploma Entitlement

The 2013 Diploma Entitlement explained

- 14-16 year olds will have a statutory Entitlement to study a Diploma line out of a choice of the first 14, and 16-19 year olds out of a choice of 17;
- local authorities will be under a statutory duty to secure all young people's access to these lines; and
- maintained schools will have a statutory duty to secure their Key Stage 4 (KS4) students' access to the first 14 lines.

We expect the Foundation and Higher Diplomas to be available for KS4 students and all three levels for 16-19 year olds.

Local authorities in their role as commissioners will be expected to cater for the needs of all their young people.

Diploma lines of learning

Available since September 2008	Available from September 2009
Construction and the Built Environment	Business, Administration and Finance
Creative and Media	Environmental and Land-based studies
Engineering	Hair and Beauty studies
Information Technology	Hospitality
Society, Health and Development	Manufacturing and Product Design
Available from September 2010	Available from September 2011
Public Services	Humanities and Social Sciences
Retail Business	Languages and International Communication
Sport and Active Leisure	Science levels 1 and 2
Travel and Tourism	Available from 2012: Science level 3

Progress so far

- through Gateways 1-3 over 360 consortia were approved to offer Diplomas, covering over 99% of local authorities and six consortia will deliver Diplomas in all of the first 14 subject areas from 2010;
- already 72% of schools and 88% of colleges will be involved in delivering Diplomas from September 2009.

Roles and responsibilities

Areas now need to focus on their strategic planning for ensuring young people's access to all lines.

Local authorities and maintained schools will need to take responsibility for ensuring they are in a position to fulfil their legal duties by 2013, working with their 14-19 Partnership:

14-19 Partnerships	
<p>Partnerships are best placed to lead the strategic planning of the Diploma Entitlement because this requires an area-wide strategy, owned and delivered by all key stakeholders and delivery partners.</p> <p>Partnerships bring together the local authority, the Learning and Skills Council (until 2010), IAG providers, secondary schools, colleges, work-based learning providers, higher education (HE) institutions, employers or intermediary bodies, the voluntary and community sector and others for that purpose.</p>	
<p style="text-align: center;">Local authorities</p> <p>Local authorities need to:</p> <ul style="list-style-type: none"> ■ work with providers to ensure high quality coverage of all the lines for all 14-19 year olds in their area; ■ ensure the location of provision and the collaborative infrastructure enable learners to access all the lines, working across borders as necessary; and ■ develop with their 14-19 Partnership a strategy for identifying, challenging and supporting those institutions not yet involved in Diploma delivery so that they join and become active members of consortia. 	<p style="text-align: center;">Schools</p> <p>Schools need to:</p> <ul style="list-style-type: none"> ■ ensure their KS4 students are able to access the first 14 Diplomas, be it at their own institution or others; ■ consider where the best provision is available and the collaborative infrastructure required to support young people to access the provision; and ■ be involved in consortia by Gateway 4, which will review line applications for delivery from 2011.

2. Introduction

Purpose of this guidance

- 2.1** This guidance focuses specifically on the Diploma Entitlement strand of the broader 14-19 learning and support Entitlement. Its purpose is to:
- clarify what we expect the Diploma Entitlement to look like in 2013;
 - give a clear direction of travel on forthcoming policy developments; and
 - provide guidance and tools to support areas' and institutions' planning for the Diploma Entitlement by 2013.
- 2.2** This document is informed by local experience, expertise and good practice so far and has been developed with local authorities. It is directed at leaders and planners in local authorities, schools, colleges and other providers involved in Diploma delivery. It should be looked at in conjunction with the guidance for the Gateway 4 process.

The Diploma Entitlement as part of the broader 14-19 Entitlement

- 2.3** From 2013, 14-19 year olds will have a statutory Entitlement to study Diplomas, underpinned by statutory duties on local authorities and schools. Diplomas provide an important pathway as part of the broader 14-19 Entitlement, set out in *Delivering 14-19 Reform: Next Steps*. This includes a simplified qualifications offer of four overarching learning and progression pathways, underpinned by functional skills in English, maths and ICT and personal, learning and thinking skills (PLTS):
- **Apprenticeships** – for those who have a clear idea about the type of employment they want to pursue and prefer to learn in a work environment – all suitably qualified young people will have an Entitlement to an Apprenticeship place from 2013;

- **Diplomas** – combine theory and practice and will appeal to young people who like to learn in an applied way – young people will have a statutory Entitlement to a Diploma place from 2013;
 - **Foundation Learning Tier** – provides personalised pathways at entry level and level 1 to support progression to destinations such as Diplomas and Apprenticeships – available in every area from 2010, with all schools and other providers coming on board thereafter to align with the wider 14–19 milestones in 2013; and
 - **GCSE/A level** – A levels will be reviewed in 2013 when the other qualifications are in place.
- 2.4** There will be flexibility between the routes, ensuring young people can move between them as they progress. The passing of legislation to raise the participation age to 17 by 2013 and to 18 by 2015 places a premium on us to make sure the right opportunities and support are in place in order to achieve this historic commitment. The children who start year 8 in September 2009 will be the first to all stay in education and training post-16. That is why the Diploma Entitlement comes into force in 2013.

The importance of collaboration

- 2.5** The ambitions of the 14-19 Reform Programme cannot be delivered without the commitment of all 14-19 providers. Collaboration is critical for schools and local authorities to fulfil their duties to secure young people's access to the Diploma Entitlement. We do not expect any single institution to deliver all 17 Diploma lines alone and local authorities will need to work with schools, colleges and other providers through their 14-19 Partnership to plan and secure access for young people in their area.
- 2.6** Partnership working is critical to meeting the needs of all young people. That is why the Department is strengthening Children's Trusts' partnership arrangements, the role of schools and colleges within those and why collaboration is a central principle of *Your child, your school, our future: building a 21st century schools system*. This builds on the excellent practice of partnership working evidenced around the country.

3. The Diploma Entitlement in 2013

A. The Diploma Entitlement

The 2013 Diploma Entitlement explained

- 3.1** From 2013, 14-16 year olds will have a statutory Entitlement to study a Diploma line out of a choice of the first 14, and 16-19 year olds out of a choice of 17. Local authorities will be under a duty to secure all young people's access to these lines and maintained schools¹ will have a duty to secure their KS4 students' access to the first 14 lines. In addition all academies opened since January 2007 will be under the same requirement through their funding agreements.
- 3.2** From 2013, we expect the Foundation and Higher Diplomas to be available for KS4 students and all three levels for 16-19 year olds. The final three lines will be available for 14-19 year olds from 2011 and we will consider extending the entitlement to these for 14-16 year olds.
- 3.3** For young people's Diploma Entitlement to be satisfied, they need to be able to access provision at a level that meets their needs and offers them progression. Local authorities and providers are expected to cater for the needs of all their young people, for instance by ensuring there is sufficient level 1 provision, that high achieving 15 year olds are able to access Advanced provision and that the extended Diploma² is available for those who would benefit from additional stretch. There are also encouraging examples of areas planning for all 17 lines to be available pre-16 as well as post-16.

1 The following are maintained schools: community, voluntary aided, voluntary controlled, foundation, community special and foundation special schools. Independent schools are not included.

2 At Foundation and Higher level the extended Diploma will recognise achievement of the full programmes of study for English and maths and completion of an additional block of additional or specialist learning (ASL). At Advanced level, learners will complete an extended core of either English, maths or ICT and an additional block of ASL.

- 3.4** Of around 600,000 learners completing KS4 each year, around one tenth do not achieve level 1 and about a third achieve level 1 but not level 2 by the age of 16. The Foundation Learning Tier (FLT) addresses gaps in the offer at this level, including for learners with learning difficulties and/or disabilities. FLT destinations include Diplomas, Apprenticeships, supported employment and independent living. The Foundation Diploma will be a stepping stone for some and a destination in its own right for others.
- 3.5** FLT roll out will build on evidence from pilot and developmental delivery in 2009/10 with workforce support to ensure there is provision in every area by 2010. Thereafter local areas will manage phased implementation, bringing in all schools, colleges and other providers as soon as capacity and quality allow, in order to align with the Diploma Entitlement and raising the participation age milestones in 2013.
- 3.6** For 14-16 year olds, the Diploma Entitlement will be part of a broader KS4 statutory curriculum, which also includes:
- core subjects: English, maths and science;
 - foundation subjects: ICT, P.E. and citizenship;
 - work-related learning;
 - religious, sex and careers education; and
 - if they wish to, a course within any or all of the areas of the arts; design and technology; the humanities; modern foreign languages.
- 3.7** Through Gateways³ 1-3 over 360 consortia were approved to offer Diplomas, covering over 99% of local authorities. Six consortia will deliver all of the first 14 Diplomas from 2010. This demonstrates the huge progress made across the country since the start of the reform programme. Areas now need to focus on their strategic planning for rolling out all Diplomas in the run-up to 2013 and ensuring young people's access to those lines.
- 3.8** We do not expect any single provider to deliver all of the Diplomas. The richness of the Diploma learning experience will come from the expertise of a full range of sectors. It is important to have a mix of providers collaborating across the age ranges in order that young people are able to

3 The Gateway process was set up to ensure that Diplomas are offered in those areas where high quality provision is available.

learn in a range of authentic and realistic work settings. To fulfill their duties:

- Schools will need to ensure their KS4 students are able to access the first 14 Diplomas, be it at their own institution or others. This will require consideration of where the best provision is available and the collaborative infrastructure required to support young people to access the provision.
- Local authorities will need to ensure all resident 14-16 and 16-19 year olds are able to access the first 14 and 17 lines respectively. This will require working with providers to ensure high quality coverage of all the lines; and ensuring the location of provision and the collaborative infrastructure enable learners to access all the lines, working across borders as necessary.

The strategic role of the local authority and 14-19 Partnership

- 3.9** As an area-wide offer that needs to be accessed by all young people, the Entitlement will require:
- capitalising on the expertise of a broad mix of providers with the ability to deliver practical and applied learning;
 - working across borders to reflect travel to learn areas and to plug gaps in the offer;
 - high quality and impartial information, advice and guidance (IAG) and support; and
 - a clear focus on creating access by catering for the needs of all young people, including in relation to gender, faith and age.
- 3.10** The 14-19 Partnership is a subset of the Children's Trust and the strategic body that brings together all local key stakeholders, learning providers and delivery partners, including employers and Higher Education (HE) institutions. It is therefore best placed to oversee this strategic planning. For guidance and supporting tools for Partnerships' 14-19 development and planning, please see annex.
- 3.11** Local authorities and maintained schools need to take responsibility for ensuring they are in a position to fulfil their legal duties by 2013, working through their 14-19 Partnership. Local authorities and 14-19 Partnerships

need to develop a strategy for identifying, challenging and supporting those institutions not yet involved in Diploma delivery so that they join and become active members of consortia. The 14-19 Regional Advisers will support local areas strategically in helping devise local strategies for this.

- 3.12** From 2010, local authorities will, subject to legislation, take over responsibility for commissioning provision for 16-19 year olds and the Diploma offer will need to be considered as part of that. Local authorities will work together in sub-regional groupings to ensure the coherence of their 16-19 commissioning plans across travel to learn areas and 14-19 Partnerships, through their 14-19 planning and strategic working, will have a pivotal role in informing the learning provision requirements across their areas.

The role of providers

- 3.13** As stated above maintained schools and all academies opened since January 2007 will be required to secure the Diploma Entitlement for their KS4 learners. Rolling out high quality, accessible Diploma provision leading to the Entitlement requires a significant lead-in time. That is why all maintained schools should be involved in consortia by Gateway 4, for which applications are due in November 2009.
- 3.14** Most schools are now specialist schools and, as centres of excellence, they have a real opportunity to become leaders and drivers in the delivery of Diplomas as part of their 14-19 Partnerships and consortia. By 2011, we expect all specialist schools to be at the forefront of delivery of at least one Diploma qualification, normally matched to their specialism and taking account of local consortia arrangements. From 2010 School Improvement Partners will take on responsibility for the designation and re-designation of specialist schools. This will help local authorities take a strategic view of the specialisms in their area, identify gaps and work with schools to develop any additional specialist provision needed to facilitate Diploma Entitlement delivery.

3.15 Already 72% of schools and 88% of colleges will be involved in delivering Diplomas from September 2009. This is an encouraging start to ensuring that the Entitlement becomes reality by 2013 and includes:

- 68% of academies; and
- 84% of faith schools.

3.16 Faith schools are keen to protect their particular ethos and the active role so many are playing in consortia demonstrates that it is possible to do so and collaborate with partners, for example by ensuring time for collective worship is built into aligned timetables. Diploma learners will continue to spend the majority of their time in their home institution, so will continue to benefit from the ethos of that institution.

3.17 Colleges already provide education and training for the majority of 16-19 year olds. They have significant experience in delivering applied learning through their specialist expertise and facilities and so they are key collaborative partners for making the Diploma Entitlement a reality. In addition colleges have the ability to act as leads and hubs for specific Diploma lines, where students can access high quality provision. While colleges will not be under a legal duty in relation to the Diploma Entitlement, they will, subject to legislation, become 'statutory partners' within the Children's Trust (as will schools).

3.18 Other providers also have an important role to play in contributing to the local capacity, expertise and skills to deliver the Diploma Entitlement. Work-based learning and private training providers can provide high quality specialist learning. The third sector is a pivotal partner for FLT provision and in engaging harder to reach learners. Independent specialist colleges have particular expertise in supporting learners with complex and profound disabilities and can contribute significantly to innovative delivery and support.

How the accountability system is changing

3.19 Partnership working is critical to meeting the needs of all young people. That is why it is a central principle of Children's Trusts, 14-19 reforms and the 21st century schools system. Consequently the accountability system is changing to reflect partnership working.

Institutions

- 3.20** A key feature of the new Ofsted school inspection framework (see annex) is its assessment of how effectively schools work in partnership with other providers in order to promote better outcomes for pupils. Ofsted will also introduce a new partnership grade from September 2009. As Diploma coverage increases, the qualification's teaching and learning will become an integral element of inspections. Ofsted will also consider the choice available to young people in relation to their statutory Diploma Entitlement.
- 3.21** The recent Schools White Paper commits to recognising partnership working and including the Ofsted grade in the proposed new School Report Card, which will supersede the Achievement and Attainment Tables (AAT) from 2011. A Framework for Excellence Report Card is also being developed to be published annually for all post-16 institutions.
- 3.22** Diploma achievements will be reflected in the learner's home institution's AAT and then their School Report Card from 2011. Achievement of functional skills qualifications currently attracts points in the performance tables and, as recommended by the Expert Group on assessment, will be recognised in the new School Report Card. For further information see annex.

Local authorities

- 3.23** Local authorities are held to account for their delivery of outcomes through their Local Area Agreements and against the whole National Indicator Set. The Comprehensive Area Assessment (CAA) will report annually from November 2009 and will include Ofsted's annual rating of the performance of the local authority's services for children and young people, which will in part reflect the performance of local schools and colleges. As the Diploma Entitlement will be a statutory duty of the local authority, it will be within the scope of the CAA.
- 3.24** In addition the Education and Skills Act 2008 required local authorities to put arrangements in place to promote cooperation between the local authority, 'relevant partners' and 14-19 providers as part of the Children's Trust. 14-19 Partnerships, as a sub-set of the Children's Trust, is the

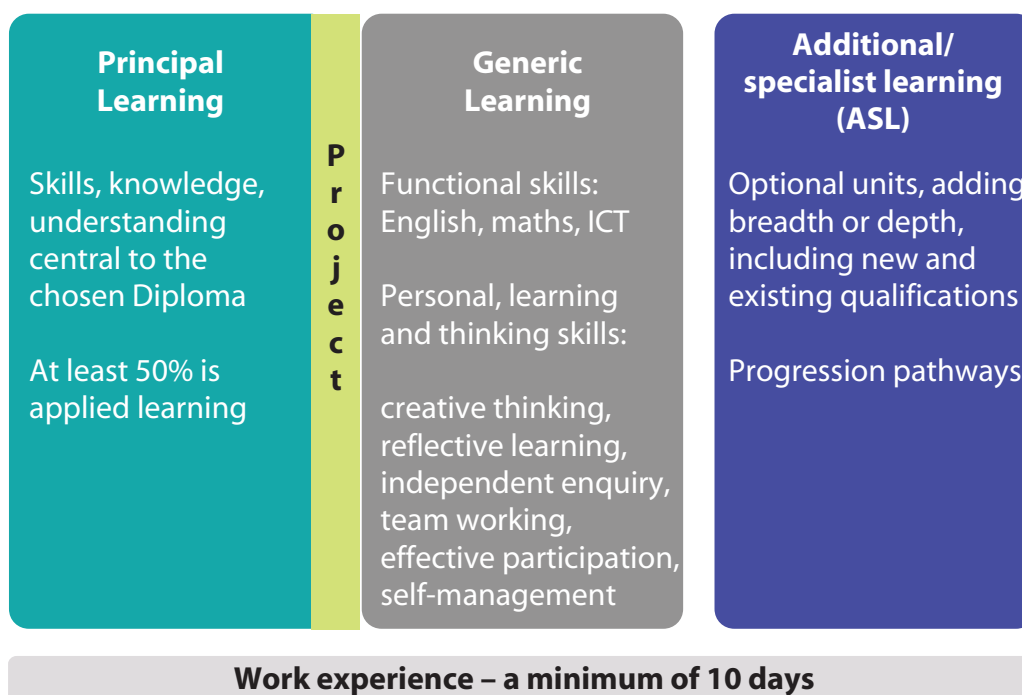
recommended model for this and is the key body for delivering the Diploma Entitlement.

3.25 Local authorities will also be required, in securing sufficient 16-19 provision, to act with a view to securing diversity in that provision and increasing opportunities for young people to exercise choice. Local authority 16-19 commissioning plans, endorsed by the regional planning group, will set out provision to be funded in each local area to deliver learner choice and Entitlements including to Diplomas.

B. The Diploma qualification

The Diploma qualification explained

3.26 The Diploma provides an introduction to a sector or subject area through a blend of applied and theoretical learning. The teaching and learning focuses on skills which are transferable and valuable in many different work and study environments, thereby enabling students to explore their interests while keeping their options for progression open. As Diplomas have been developed with employers, universities and other stakeholders, the learning captures the relevance – and excitement – of the Diploma line. The Diploma has the following components:



Equivalencies for each level:

Diploma level	Equivalent to
Foundation/level 1	Five GCSEs grades D-G
Higher/level 2	Seven GCSEs grades A*-C
Advanced/level 3	Three and a half A levels

- 3.27** In rolling out Diplomas, it will be critical to maintain the *full breadth* of each line as set out in the line of learning criteria, and that the teaching and learning of all the parts of the Diploma are integrated to provide a coherent programme for learners.
- 3.28** Functional skills qualifications are critical for young people as employers see them as a guarantee that they are able to use what they have learned in English, maths and ICT to solve problems in the real world. Functional skills will become part of the KS4 curriculum from 2010 following their inclusion in the KS3 curriculum in 2008, so schools and colleges will need to teach these to all young people. From 2010 all learners aged 16-19 will be able to access support to achieve functional skills up to level 2 and from 2013 local authorities will have a duty to secure 16-19 year olds' access to this.
- 3.29** Schools and colleges in each consortium need to consider how to offer a range of both Additional *and* Specialist Learning (ASL) to provide appropriate choice to all their Diploma learners. The Diploma Development Partnerships (DDPs) have identified from the ASL catalogue those qualifications that support progression into particular routes. The Department will continue to work with DDPs, awarding bodies and HE institutions to help define more clearly the priorities for ASL and how wider choice can be delivered on the ground in practice. See annex for a link to the Diploma Catalogue.
- 3.30** For further information about the Diploma qualification, see annex.

Achievement of the Diploma

- 3.31** The Diploma is a composite qualification: those learners who complete parts of their Diploma will be awarded constituent qualifications, receive results statements for these and a Diploma Progress Statement. This will record the learner's achievements to date towards the full qualification,

enabling them to build on these by continuing their studies and/or retake qualifications to complete their Diploma.

Progression from the Diploma

- 3.32** The Diploma route offers full progression from level 1 to 3. All the 14-19 routes enable progression into further or higher education or skilled employment and there will be flexibility for learners to move between routes as their interests and aspirations develop.
- 3.33** In 2010 an Advanced Diploma learner studying one of the first five lines will have access to over 80% of undergraduate courses. The Department will continue to work with HE institutions as more lines come on stream for admissions beyond 2010. HE indicative entry requirements can be viewed on the UCAS website (www.ucas.ac.uk).

The future of qualifications

- 3.34** In 2008 the Government set out its intention to make gradual and managed changes to a more streamlined set of qualifications for young people by 2013, and minimise the impact on providers and learners. Public funding will be primarily channelled into four national qualifications suites: Apprenticeships, Diplomas, Foundation Learning Tier and General Qualifications. We expect areas and institutions to engage with all of the four pathways to ensure learners are able to access provision that meets their needs.
- 3.35** The Department is carrying out further research to help us understand in more depth what the impact on learners and providers will be of the transition to the four pathways by 2013. It will look at the range and nature of qualifications currently taken by 14-19 year olds and how they support progression, what motivates providers to deliver particular qualifications and what young people's learning needs are. This will report in early 2010.
- 3.36** Over the transition period to 2013, we will work with Awarding Bodies to incorporate the best of existing qualifications into the four suites. Many existing vocationally-related qualifications will continue to be available as part of Apprenticeship frameworks, the ASL Catalogue for the Diploma and FLT pathways.

- 3.37** We have been clear that we will not withdraw public funding from high take-up, vocationally related 'standalone' qualifications until 2012 at the earliest – as the full Diploma and Apprenticeship offer will not be available until 2013 – and then only when we can be confident that appropriate alternatives are available within the four national routes. We expect to provide greater detail on the eventual withdrawal of public funding from established standalone qualifications by the end of 2009.
- 3.38** We have made clear that in 2013 we will complete a full review of how all publicly funded qualifications are combining to meet the needs of young people, employers and universities.

4. Planning for, and securing access to, the Diploma Entitlement

A. Area-wide planning to secure young people's access

14-19 Partnerships' strategic leadership and planning across the area

4.1 Preparing for Diploma delivery has until now rested mainly with consortia. The planning done by consortia needs to fit into an area-wide strategy for securing access to a high quality Diploma offer across all the lines. 14-19 Partnerships need to be in the lead in setting and driving this strategy. This will require:

- a clear focus on the quality of learning provision;
- high quality impartial information, advice and guidance;
- pragmatic decisions based on the location of staff expertise, specialist facilities, authentic settings and learners' ability to access the sites;
- building on the specialisms, quality and relative strengths of providers;
- strategies to address gaps in order that a high quality Entitlement is fully accessible by 2013, which may require working across local authority boundaries and the sub-region;
- strategic thinking about other curriculum areas that would be best made available collaboratively across institutions or removed to ensure quality. For instance, one of the Kingswood school sixth forms no longer provides Geography A level and their young people access it at other institutions across the consortium.

Suffolk

The Suffolk 14-19 Area-Wide Inspection and the Post-16 Strategic Review (2004) identified the following key areas for development:

- extend breadth and choice in the range of subjects;
- raise post-16 participation;
- ensure high quality learning; and
- offer value for money.

In addition national drivers to introduce a Diploma Entitlement and to raise the participation age highlighted the need for close collaboration between schools, colleges and other organisations.

Suffolk reviewed their existing provision and concluded that the sixth form provision in some of their schools would be financially difficult to maintain due to low learner numbers; and that participation and achievement levels were below what could be achieved in a larger and more diverse environment. They also identified the need to offer young people greater choice and diversity of learning opportunities in order to equip them to compete in the 21st century.

Consequently, in 2008 Suffolk County Council agreed to the proposal developed by the local providers that formed the South West Ipswich and South Suffolk (SWISS) Partnership (eight high schools, three special schools, a pupil referral unit, the two FE colleges and the local training providers), to open a new foundation school in September 2010 – Suffolk One – and to close the 16-19 provision at three local high schools and two special schools.

The public consultation conducted demonstrated there was overwhelming support for the development of this new centre together with an appreciation for the need to cease 16-19 provision at the current post-16 providers.

Suffolk One is scheduled to open in September 2010. It will provide top class educational facilities for 200 14-16 year olds and over 2,000 16-19 year old students, across all 14-19 options and will allow the full range of Diplomas to be offered.

- 4.2** In order to have robust plans for delivery, Partnerships and institutions need to construct a projection of likely learner demand in 2013 and beyond. This requires looking at Diploma delivery in the context of the whole offer and modelling how 14-19 cohorts may distribute across the four pathways. For further information on how this was conducted in an area, please see *14-19 Partnerships and planning* (see annex for link).

4.3 For Gateway 3, 14-19 Partnerships outlined their strategy to 2013 and how consortia applications fit with that. For Gateway 4, each local authority will be asked to submit, on behalf of the 14-19 Partnership, a strategic plan showing how all the Diploma lines will be made accessible to young people in all parts of their area. In addition consortia will be asked to submit applications for new Diploma lines they wish to deliver from 2011. The Gateway 4 guidance on local strategic planning will be available on the 14-19 website in late July 2009, with Gateway guidance for consortia available in September.

Information, advice and guidance (IAG) and local awareness

- 4.4** High quality Careers Education and Guidance (CEG) and IAG is essential for young people to make a considered choice of pathway based on their learning style, aspirations and interests. The IAG Strategy, available in the autumn, will set out how the Department intends to improve the quality of IAG and bring greater coherence and value for money to its delivery.
- 4.5** 14-19 Partnerships need to ensure the area has a coherent strategy for high quality CEG and IAG in all institutions, in order that *all* young people:
- understand the options available to them for the 14-19 phase, set against the four pathways and the progression routes from them into further and higher education and employment;
 - are aware of the Diploma route as part of that and understand how it differs from general and vocational options due to its applied learning pedagogy; and
 - have line specific information on the Diplomas available in the area as well as those coming on stream in the future in the run-up to the Entitlement.
- 4.6** The 14-19 Prospectus is an important mechanism for this. A successful Prospectus will be fully comprehensive and be young people's first choice for information about 14-19 options. The Common Application Process (CAP), as it is implemented across the country for the year 11 cohort by September 2011, will enable better targeting of IAG and support delivery of the September Guarantee.

- 4.7** Local authorities should be working to ensure that provision meets the national IAG Quality Standards. Gateway applications must provide evidence of rigorous self assessment and action planning against them. Consortia that have signed up to the free audit of IAG provision will receive a comprehensive improvement plan and where needed, support to implement it (to register for an audit, see annex).
- 4.8** There are excellent examples where the learner voice is used to influence everything from the way that choices are promoted to how learning provision is evaluated. The recent Schools White Paper recognised the importance of acting on the views of pupils and parents through establishing Pupil and Parent Guarantees. 14-19 Partnerships are in a strong position to empower young people to shape the delivery of the 14-19 Entitlement in their area.
- 4.9** Due to their broad and applied approach, Diplomas can actively help to promote gender equality and challenge stereotypes. Local authorities and providers need to ensure that equalities are promoted and stereotyping is challenged both with young people and parents in the IAG provided as well as in the teaching and learning (see annex for links to resources).
- 4.10** Local awareness and understanding of the reforms is critical for successful implementation of the Entitlement. Young people and parents are very dependent on schools, colleges and careers advisers for advice and so ensuring that the workforce has good levels of awareness and understanding of 14-19 options is critical. Effective local communication should:
- help the workforce understand the benefits of the changes and the detail of the roll out in their area;
 - equip staff with the information they need to deliver the new curriculum *and* to support young people and parents in making considered choices; and
 - stimulate young people and parents to think about their new 14-19 choices and provide them with easily accessible information.
- 4.11** A priority for the 2009/10 national Diploma marketing campaign is to ensure young people and parents understand the nature of the Diploma in

greater depth. New materials are now available for teachers, careers advisers and others to use with young people and parents (see annex). These will build on the support the Department will continue to provide, including briefing sessions for local authorities, schools and colleges, the Diploma Roadshow, the Diploma websites for young people and practitioners (see annex) and advertising and editorial material in a wide range of media.

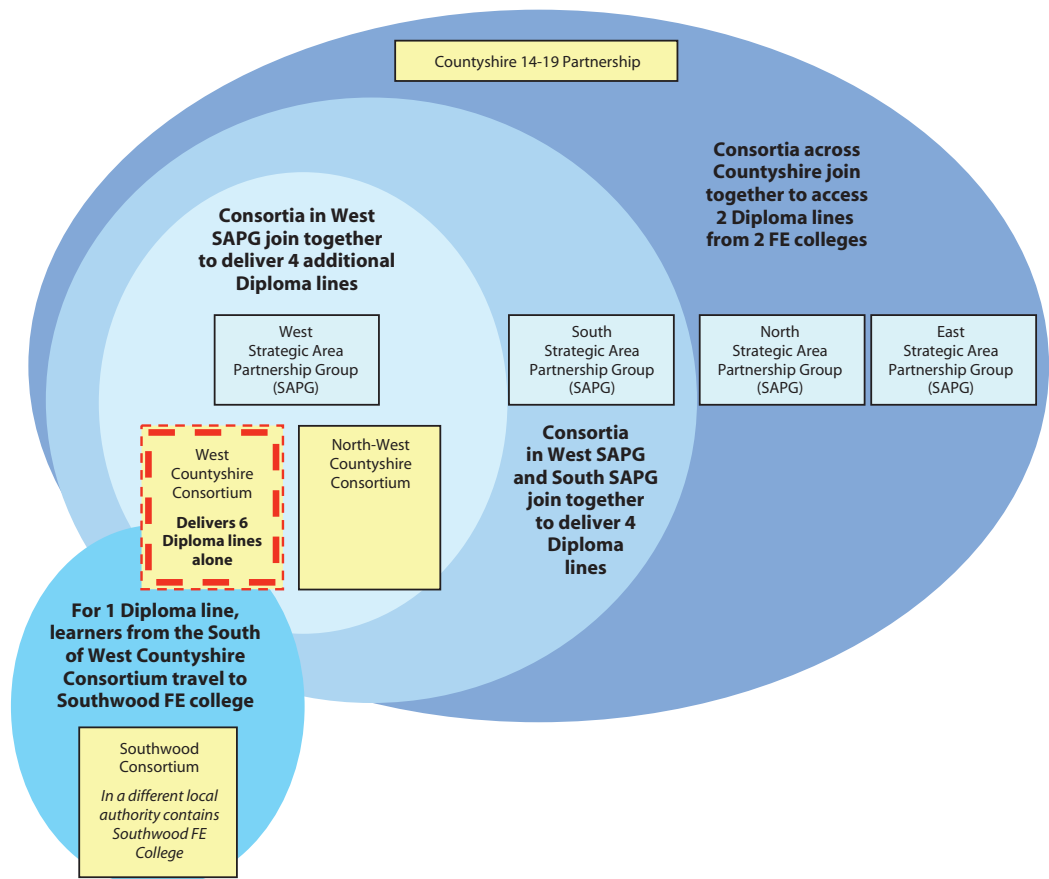
Area-wide scenarios for delivering the Diploma Entitlement

- 4.12** Areas have different existing collaborative arrangements and geographical contexts, and so the significance of particular issues and how they are best addressed in each area varies. This is particularly the case in relation to areas' planning of their delivery configuration, transport arrangements, access arrangements in rural areas and the extensiveness of e-learning as a solution. The following sections look at these in turn.
- 4.13** To help planning for the Diploma Entitlement, we have composed three scenarios of what 17 line delivery configuration could look like in different areas, based on the experiences and plans of several local authority areas. In developing their local models, areas need to make best use of existing structures and ensure their model is efficient and sustainable.

Scenario 1: West Countyshire Consortium – county (two-tier authority)

Countyshire is a large, rural authority. They faced significant challenges in securing young people’s access to the Diploma Entitlement because of their size, low population density and long distances between centres. The area had to consider carefully the Diploma delivery configuration that would secure a critical mass of learners for each line. The 14-19 Partnership oversees Strategic Area Partnership Groups (SAPGs) based on travel to learn areas, which in turn oversee delivery consortia. This scenario focuses on West Countyshire Consortium which is in the West SAPG.

West Countyshire Consortium’s delivery configuration



The Consortium delivers 6 lines alone drawing on the expertise of the providers within its area. It joins together with other consortia to secure young people’s access to all other Diploma lines. It works with the other West SAPG consortium to deliver an additional 4 lines; consortia across West and South SAPGs join together to deliver another 5 lines; and all of the consortia in the county access the same provision for the final 2 lines drawing on the county’s 2 FE colleges which provide outstanding facilities for these lines. However, one of these colleges is located in the far north of the county and learners in the south would find it difficult to access the provision. Therefore, for one of these lines, these students travel to the nearby Southwood FE college in a neighbouring local authority. To support this cross-border delivery, West Countyshire Consortium has agreed collaborative protocols with the college and the 14-19 Partnerships have agreed communication channels. This delivery configuration could also apply to a large urban authority.

Scenario 2: New City Consortium – city (unitary authority)

In New City a single consortium covers the whole local authority area. As in many unitary local authority areas, the 14-19 Partnership also acts as the consortium.

New City Consortium's delivery configuration



In 2006, the New City 14-19 Partnership agreed a strategic approach to the 14-19 reforms including an Entitlement to Diplomas as they came on stream from 2008. They secured the commitment of all key stakeholders to delivering this vision, including all secondary schools, FE, work-based learning providers, HE, employers and others.

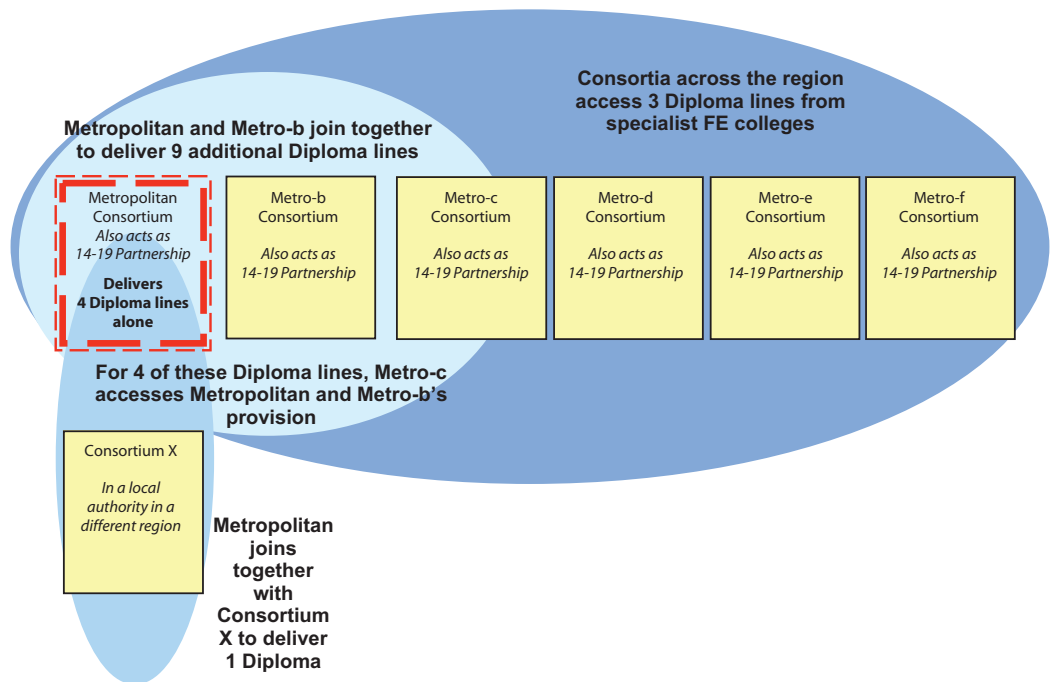
The Consortium aimed to introduce all Diploma lines on a limited basis at an early date in order to have a staged and managed transition towards securing young people's access to the full range of lines. They developed high quality provision in order to then roll it out to other providers and expand at a sustainable pace. At the same time they managed the necessary reduction in other provision, while avoiding destabilising the system and maintaining the mix of provision to meet the needs of all young people. From September 2008 two thirds of secondary schools, both colleges and most of the leading work-based learning providers were involved in delivering the first 5 lines. From September 2010, all secondary schools were involved and learners from all schools accessed the provision.

New City Consortium estimated their expected learner numbers for 2013 and they reviewed this annually. The city's schools and colleges realised that to ensure viable learner groups and offer the best learning experiences for all of their young people, they needed to deliver all Diploma lines collaboratively. The centres agreed which lines each one would lead, depending on their existing specialisms and facilities. The Consortium is aware that the city-based provision, particularly at the FE college, plays a significant role in securing the Entitlement across the sub-region. It therefore ensures that young people from neighbouring authorities are able to access its provision too.

Scenario 3: Metropolitan Consortium – extensive cross-border

Metropolitan is a small, metropolitan borough surrounded by similar metropolitan boroughs. As in New City, a single consortium covers the whole local authority area and acts as the 14-19 Partnership.

Metropolitan Consortium’s delivery configuration



To deliver the Diploma Entitlement, Metropolitan Consortium collaborates with several neighbouring boroughs’ consortia. Metropolitan Consortium delivers 4 lines alone. For 9 additional lines it joins with the consortium of a neighbouring local authority (Metro-b). For 4 of these 9, another consortium (Metro-c), covering another nearby and very small borough, accesses the provision provided by Metropolitan and Metro-b. For 1 line, Metropolitan joins with a consortium in a local authority from a neighbouring region. Specialist FE colleges based elsewhere in the region offer provision for the final 3 lines – several consortia from across the region access this, including Metropolitan.

Metropolitan designed its delivery configuration to ensure viable learner numbers for each line and to enable all its students to access the best available specialist facilities. It collaborates closely with Metro-b on several lines because of their geographical context – the boroughs share a long border, learners are happy to travel between them and often students’ nearest provision is located in the other borough. Metropolitan’s commitment to providing the highest quality learning experiences for all its students also explains why they collaborate with a local authority in a different region for 1 line. This local authority has outstanding, specialised facilities which Metropolitan’s providers could not match. For similar reasons, for 3 lines, like several boroughs, they access the excellent provision of specialist FE colleges located outside Metropolitan.

To support their close collaboration, Metropolitan and Metro-b formed a supra 14-19 Partnership, and they have a joint place in the sub-regional grouping’s governance structure.

Planning transport requirements to enable access

4.14 To support effective access to the Diploma Entitlement, local authorities and providers will want to plan learning provision to minimise the movement of learners, and develop solutions tailored to local needs, circumstances and transport infrastructure. Local authority 14-19 leads should:

- work closely with the local authority transport team to make the most of existing transport provision and planning expertise, identify gaps in provision and take steps to address these;
- map how the existing transport infrastructure supports young people's access to Diplomas;
- work with partners to reconfigure existing transport provision so that it more closely matches the needs of learners;
- consider journey times – good practice suggests that the maximum length of journey which a child of secondary school age might be expected to travel from home to their location of learning is up to 75 minutes each way (*Home to School Travel and Transport Guidance*); and
- ensure institutions are clear about their duty of care for Diploma learners as they are travelling and while at other institutions and ensure young people's safety at all times: the body organising the transport has a duty to ensure that it is safe and the governing body of the home institution has a responsibility for the behaviour of its children while they are travelling.

4.15 Transport planning has the potential to create economies of scale or maximise capacity through a more centralised approach to funding (see Hedra report in annex). Some areas are also identifying efficiencies through modelling exercises to inform their transport planning. For example, Cambridgeshire is planning transport by using 2013 as the starting point in order to obtain a realistic picture of when economies of scale can be achieved.

4.16 An interim toolkit is available (see annex) and includes advice on transport planning, roles and responsibilities, mapping transport provision, establishing demand, identifying and addressing gaps in demand, duty of care and case studies. A final toolkit will be published in September 2009.

Research into the costs of Diploma delivery, including transport costs, to inform future policy development will report by the end of 2009.

Securing access in rural areas

- 4.17** Delivering the Diploma Entitlement presents some particular challenges in rural areas. For example, aligned timetabling and weekly ‘Diploma days’ may not be as effective a solution in rural areas as they are in others.
- 4.18** Partnerships need to effectively exploit the local resources and facilities available and the pattern of collaborative activity needs to minimise learner movements. The balance between an institution becoming a net ‘importer’ or ‘exporter’ of learners will be important in all areas and particularly in the context of small rural schools. In some areas this may lead to considering alternative governance structures such as federations as a means of managing multi-site provision across an area.
- 4.19** The Department appointed a 14-19 Rural Adviser to examine how best to support the most rurally sparse authorities in securing all young people’s access to the full 14-19 curriculum. As a result, *Delivering 14-19 Reforms in Rural Areas* was published (see annex) and the Government provided £23 million to support the appointment of a transport and access coordinator and the development of innovative solutions in the 40 most rural areas of the country. Good practice from these will be disseminated from autumn 2009. Many of these areas are leading the way in exploring alternatives to transporting young people by:
- enhancing existing local facilities and using them in new and different ways;
 - developing local skills centres to cater for wider community needs alongside the 14-19 curriculum;
 - using residential provision and placements;
 - embedding e-learning solutions;
 - combining blocks of time in another institution with follow up work in the home school and locality;
 - using mobile provision; and
 - deploying peripatetic teachers and lecturers, in some cases jointly appointed to the consortia.

E-learning to support delivery

4.20 E-learning has the potential to overcome some key challenges associated with delivery of the Entitlement, including:

- the need to give access to the Diploma Entitlement to all learners, including those living in areas of low population, where achieving a critical mass to make some forms of transport viable will be more difficult;
- the need to provide high quality and relevant work experience to Diploma learners; and
- the sharing of both learner and course information across consortia.

4.21 Experience from other qualifications shows that good, interactive e-learning engages learners and improves motivation, success and achievement rates. E-learning can offer significant opportunities to reduce the need for transport. It can also enable learners to work independently, collaboratively and in large groups and is now an established part of ways of working in the 21st century. The term 'e-learning' is used with varying meanings. In this context, we take it to include:

- the use of learning platforms and virtual learning environments (VLEs);
- video conferencing;
- mobile technology;
- streamed media content; and
- distance learning approaches.

4.22 E-learning should be considered by 14-19 Partnerships as part of their 14-19 planning. Early research on the use of e-learning in Diploma delivery shows that some areas are developing existing VLEs for the use of Diploma learners and tutors. Others are using streamed media to bring employers to learners. The research suggests the appointment of an e-learning coordinator to champion the use of technology in Diploma delivery is effective. This work will be published on the Becta website by the end of July 2009.

B. Collaboration between institutions

Aligned timetabling

- 4.23** Aligned timetabling is the creation and implementation of an agreed framework of blocks of time within which individual institutions' timetables can sit. Aligning timetables is a crucial enabler to securing learners' access to the Diploma Entitlement: it facilitates collaborative delivery, optimises choice and allows institutions to deliver other qualifications collaboratively.
- 4.24** Unlike common timetabling, aligned timetabling does not require institutions to alter their start or finish times or agree the length of lessons. This allows institutions to maintain important features of their school day, such as time for collective worship in faith schools. In some areas, where institutions do not yet send or receive Diploma learners, they are still aligning their timetables ready for future collaborative delivery.
- 4.25** In setting up aligned timetabling, areas should ensure that the model:
- has the commitment of all relevant providers and draws on the expertise of local timetablers;
 - enables young people's access to the full Diploma Entitlement;
 - ensures that learners have a high-quality Diploma learning experience, including accessing their full guided learning hours;
 - provides access to a broad range of both Additional and Specialist Learning; and
 - integrates well with the rest of the curriculum and ensures learners do not miss any element of core provision.
- 4.26** Case studies show that at KS4, the principal learning and project for the Foundation Diploma could be delivered in the equivalent of one day a week over two years. For the Higher Diploma this would require the equivalent of at least one and a half days over two years. Consortia need to link functional skills and PLTs closely to principal learning and other opportunities across the KS4 curriculum and work towards integrating these.
- 4.27** For more information and guidance on planning the Diploma curriculum, see annex. Case studies setting out different approaches to aligned

timetabling will be available on the 14-19 website in the autumn. Further QCA guidance on planning a Diploma curriculum offer across 10 and 14 lines will be available from December 2009.

Data sharing and learner tracking

- 4.28** To successfully deliver the Diploma Entitlement, areas need to ensure from the outset that they have in place high quality, robust data sharing and learner tracking processes and that all delivery partners are well versed and adhere to them. These need to have the capacity to scale up to accommodate increased learner numbers at all levels and across all 17 lines of learning.
- 4.29** Further guidance for consortia and institutions will be available in the autumn. In particular, consortia and institutions need to ensure they have in place robust:
- processes for obtaining accurate Unique Learner Numbers (ULN) for each of their Diploma learners;
 - application and acceptance processes, to ensure accurate learner information flows into the consortium;
 - processes for communicating and tracking attendance and absence within the consortium, taking into consideration the different requirements and approaches currently taken by schools and colleges; and
 - information management related processes for learner information and events, including: behaviour and incident management, learner performance, results reporting, exam administration and learner data maintenance.
- 4.30** As with all qualifications, accurate and timely communication of key learner information is critical to ensuring that Diploma learners have a good experience and are able to achieve the qualifications they are working towards. Home centres should take the lead in ensuring early on that:
- learners are following programmes of learning that are a complete and valid combination and can be aggregated to achieve the intended Diploma award;

- they are clear on what outcomes the learner needs to achieve for each component and the overall programme in order to succeed; and
 - learners have been registered for all their components.
- 4.31** Local authorities, head teachers and principals need to ensure that curriculum managers take responsibility for ensuring that their learners are on the right programmes of study; and that exams officers are inputting the information on learners' full programmes of study and the Awarding Bodies they are using. This will ensure that learners who are on the Diploma programme can have their progress tracked and their programme of learning reviewed if advisable.
- 4.32** Exams officers also play a crucial role in ensuring the integrity of data and the smooth delivery of qualifications, including by ensuring that ULNs are allocated to each learner at the outset and are accurately and carefully used. Training for exams officers will provide areas and institutions with the reassurance that their exams officers understand the administration process, which supports successful running of the Diploma programme and that they are fully equipped to provide learners with a high quality service (for further information and support, see annex).

Quality assurance and assessment

- 4.33** High quality Diploma provision is vital to engaging and motivating Diplomas learners. Areas and institutions need effective quality assurance protocols to ensure the consistency of quality across providers. It is vital that institutions feel confident that the quality of collaborative provision their students will access elsewhere is of a satisfactory standard. Cross-regional approaches are being developed in preparation for the Entitlement.
- 4.34** All consortia, supported by the local authority and 14-19 Partnership, need to have arrangements in place to ensure the consistency and quality of internal assessment for all Diploma lines across the area. The roles of domain assessor and lead assessor have been created to ensure the quality of the Diploma assessment both across all Diplomas and for each line respectively. Many consortia have successfully combined these assessment roles with others and many line of learning leads are also domain assessors. The conditions of the 2009/10 Consortium Support Grant allow the assessor

roles to be funded from the Grant if it is decided locally that these are a priority. Resources and a programme of training for lead and domain assessors are available (see annex).

C. Efficient use of local resources

Workforce development planning

- 4.35** Skilled, knowledgeable and well trained teachers and lecturers are key to the quality of the Diploma learner experience, the effectiveness of functional skills, and so to a high quality Diploma Entitlement. 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.
- 4.36** A wide range of support is available for Diploma and functional skills practitioners, leaders and managers, lead and domain assessors, curriculum planners, exams officers, support staff and all those involved in IAG (see annex). This includes:
- line specific specialist support and resources;
 - continuing professional development IAG resources;
 - opportunities to develop sector knowledge through professional development placements at local employers;
 - a programme of learning visits, networks, coaching and mentoring and online communities; and
 - forthcoming guidance developed with Lifelong Learning UK to support the FE workforce in teaching pre-16 groups (available in March 2010).
- 4.37** Partnerships and consortia should now be moving towards an *integrated* and cross-consortium teaching model for functional skills, fully contextualising functional skills in the teaching of principal learning, and have plans in place to achieve this as part of planning for effective delivery of the Diploma Entitlement. The functional skills support programme, offered by National Strategies and LSIS, will continue to support consortia in developing an embedded, collaborative approach (see annex for details).

- 4.38** The Department is keen to ensure that the 14-19 workforce is able to operate as flexibly as possible. We are looking at the possible barriers to this, such as the need to bring non-qualified professionals into Diploma teaching in schools, where Qualified Teacher Status is required. Further information on potential solutions will be available in the autumn on the 14-19 website.
- 4.39** Providing high quality and impartial IAG is a critical function of the workforce and the 14-19 Prospectus is an important supporting instrument. Young people often look first to parents, tutors and subject teachers for IAG on choices and getting this initial contact right is essential. At a minimum we expect:
- all staff to understand the different learning styles offered by each of the four pathways;
 - subject teachers to be able to offer advice on progression from their subject;
 - all staff to be impartial and able to signpost young people to sources of further information or specialist support;
 - all staff to promote gender equality and to challenge stereotyping.
- 4.40** From September 2009, Initial Teacher Training (ITT) programmes will reflect this expectation (for further detail on 14-19 schools ITT and FE initial training, see annex).

Efficient use of funds

- 4.41** Especially in this economic climate, areas and institutions need to make extremely efficient use of funds in creating access to the Entitlement. Pooling or aligning funding at Partnership level reaps efficiencies and savings and delivers better outcomes through collaboration. Provisions in the Apprenticeships, Skills, Children and Learning Bill will help schools to pool and align budgets with other partners more effectively.
- 4.42** The rules for the 2009/10 Consortium Support Grant make clear that the 14-19 Partnership should take the lead in deciding how best to use the Grant, to support: the delivery of specific lines in 2010/11; development towards the 2013 Entitlement; and IAG, employer engagement and workforce development activities. This reflects the importance of the

14-19 Partnership in leading the implementation of the wider 14-19 reform programme in each local area (see annex to access the Consortium Support Guide).

4.43 Realising economies of scale is critical for delivering both Diplomas and the wider offer. This includes taking decisions around:

- creating viable groups, for instance by combining learners from different institutions;
- where teaching facilities allow, practitioners moving between institutions, to capitalise on staff expertise across all institutions and reduce student movement;
- co-teaching of common elements between lines where this does not dilute the individual lines; and
- reducing provision in other qualifications or making them available collaboratively across institutions.

4.44 The Hedra study into Diploma costs and funding at KS4 (see annex) identifies a number of effective funding models to manage and distribute funds in line with local needs and priorities. It also describes how some areas have determined the levels of funding payable to institutions. For example through bottom-up costing of Diploma provision, taking account of individual cost elements of Diplomas, using LSC funding rates, or using a flat rate for all lines and/or levels. It is important that local authorities continue to develop their Diploma funding models to adapt to increasing Diploma lines and learner numbers. The Department is commissioning further research into KS4 Diploma costs and funding to report in December 2009.

4.45 Diploma provision will need to be commissioned as part of the broader offer. Subject to legislation, statutory guidance on local authority commissioning and funding of 16-19 provision, including the operation of the national funding formula in relation to Diplomas and other qualifications, will be issued by the YPLA in April 2010.

Facilities planning and funding

4.46 Enabling young people to learn in high quality and authentic settings is critical to ensuring the quality of their Entitlement. 14-19 Partnerships need to have a sound understanding of the quantity, quality and capacity of

- existing facilities, identify gaps against the full Diploma offer, develop a strategy for addressing these and use this to inform prioritisation of capital spend. In addition Partnerships should think creatively about the facilities they may be able to access via partners, such as HE and local employers, and whether they may be able to enhance existing facilities.
- 4.47** A significant amount of capital funding has been made available to schools and colleges, much of which can be used to build facilities for Diplomas. In addition to devolved capital funding, this also includes funding via Building Schools for the Future (BSF), money targeted for 14-19 developments in local authorities not yet involved in BSF and funding for colleges.
- 4.48** Now more than ever areas need to make efficient use of their resources and we recognise the difficulties created by the recent issues around FE capital spend. That is why, in addition to the announcements in the November 2008 Pre-Budget Report to bring forward capital spending:
- an additional £300 million of capital funding for investment in FE colleges was set out in the Budget 2009; and
 - the Government is planning a continuing FE capital investment programme in future years, with a planning assumption of £300 million a year from 2011-12 to 2013-14 to be confirmed at the next spending review.
- 4.49** In addition the Department is investing £53 million in 15 Diploma exemplar projects around the country, creating facilities showcasing the very best of teaching in 16 of the 17 Diploma lines. These will open to learners by September 2011 and will offer learning visits and a range of online tools to help share the good practice across the country (see annex for further details).
- 4.50** Proposals on the future operation of 16-19 capital funding will be developed as part of the development of the National Commissioning Framework, in consultation with stakeholder representatives. It is expected that the draft framework will be made available in autumn 2009 and will appear as statutory guidance from the YPLA in April 2010, subject to legislation.

Employer engagement planning and national support

- 4.51** Significant numbers of employers are already supporting Diploma delivery, with more than 6,000 in 2009/10 and 300,000 employers providing 500,000 work experience placements annually. We recognise that employer engagement is more challenging in these economic times. In order to overcome these and meet the requirements of the Diploma Entitlement, it is critical that areas have a coherent strategy and plan for engaging employers overall, rather than approaching them in a piecemeal fashion; offer a menu of options for engagement and identify clear roles for employers; and make good use of the opportunities offered by the public sector.
- 4.52** Employer engagement can be particularly challenging in sparse rural areas where it may be limited by both the size of employers and the range of sectors represented. In addition to having a coherent strategy and plan, it is important to explore the potential of e-learning strategies, targeted visits and residentials.
- 4.53** The Department, working with key partners, is taking forward a number of initiatives nationally in order to support local areas:
- in October 2009 a national Employer Led Task Force will be launched, aimed at mobilising business support for schools and colleges and persuading business that investing in education and training is important, especially in the economic downturn – the Diploma Employer Champions network will join the Task Force;
 - the Institute for Education Business Excellence was launched in June 2009 to support the development and professionalisation of both individuals and organisations operating as brokers between employers and education;
 - there is now an Award for Education Business Excellence, supported by an accreditation process against the DCSF standards for Education Business Partnership Organisations (EBPOs) – in time, all EBPOs that wish to receive public funding will need to either hold or demonstrate that they are working towards, and can achieve, this new Award;
 - the DDPs are developing a set of standards for each of the Diploma lines, available by March 2010, that will provide specific measures for consortia and support them to engage employers;

- the Department is starting work to encourage nationally well known companies to recognise the Diploma in their recruitment practices, as Diploma students begin to join the workforce. Good practice will be made available on the 14-19 website (see annex for further information and support).

5. Annex of links to further information and guidance

Planning guidance and resources

- 14-19 Partnerships guidance and supporting tools: www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=496&lid=580&ctype=None&ptype=Contents
- Nuts and Bolts guides: Implementation Planning, IAG, Gender Equality, Workforce Planning; and from September: Collaboration, Local Communications, Quality Assurance, available at www.diploma-support.org/nutsandboltsguides
- NCSL Exploring models of leadership toolkit: www.ncsl.org.uk/publications-index/publications-display.htm?id=30910&idnum=61
- Interim and forthcoming final transport toolkit: www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=49&pid=390&lid=474&lid=176&ptype=Single&ctype=Text
- Employer engagement resources including the work-related learning guides and the newly available employer engagement self-assessment toolkit: www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=46&pid=404&ctype=None&ptype=Contents
- Diploma Exemplar projects: www.dcsf.gov.uk/14-19/capital
- Planning the Diploma curriculum: www.qca.org.uk/qca_13949.aspx
- Forthcoming research on e-learning: www.becta.org

Gateway and consortia support

- Gateway 4 key principles and forthcoming guidance: www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=498&lid=644&ctype=None&ptype=Contents
- Consortium Support Guide: www.dcsf.gov.uk/14-19/consortiumsupport

The Diploma

- Guidance on the Diploma:
www.dcsf.gov.uk/14-19, www.diploma-support.org
- The Diploma Catalogue: www.accreditedqualifications.org.uk/DiplomaCatalogueSelection.aspx
- AATs: www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=3&pid=224&lid=469&ctype=FAQ&ptype=Single.

The Foundation Learning Tier

- www.excellencegateway.org.uk/page.aspx?o=FLT which includes support materials. Quick guides available at: www.excellencegateway.org.uk/page.aspx?o=190340
- www.qca.org.uk/flt which includes links to the FLT catalogue
- qfr.lsc.gov.uk/flt

Information, Advice and Guidance

- To register for an IAG audit: www.14-19iagconsultancy.co.uk
- Gender equality resources: www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=31&pid=428&ctype=None&ptype=Contents
- The Careers Education and IAG support programme websites: www.cegnet.co.uk and www.iagworkforce.co.uk
- The Guide to 14-19 for careers practitioners: www.cegnet.co.uk/14-19choices/
- The Prospectus and CAP Action Plan and Prospectus self-assessment toolkit: www.dcsf.gov.uk/14-19/prospectus

Diploma communications

- Diploma website for young people: www.direct.gov.uk/diplomas
- Diploma website for practitioners: www.diploma-support.org
- Diploma communications campaign and other 14-19 communications work: www.dcsf.gov.uk/14-19/diplomacommunications

Funding

- Post-16 Diploma funding arrangements for 09/10: www.lsc.gov.uk/providers/funding-policy/demand-led-funding/fundingpolicydocuments0910.htm.
- Supplementary guidance for 09/10 for delivering the Higher Diploma in one year post 16: www.dcsf.gov.uk/14-19/documents/highdip_post16_supp_guidance.pdf
- Consortium Support Grant for 09/10: www.dcsf.gov.uk/14-19/ks4-diploma-funding
- Hedra study into Diploma costs and funding at Key Stage 4: www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR076.pdf

Workforce

- 14-19 workforce support and materials: www.diploma-support.org
- Information on Consortium Advisers: www.centreforexcellence.org.uk/14%2D19/
- National Strategies and LSIS functional skills support programme details: www.fssupport.org
- Schools ITT: www.tda.gov.uk/partners/funding/allocations/ittdiplomas.aspx
- FE initial training: www.lluk.org/3482.htm.
- Training for exams officers: testsandexams.qca.org.uk/17791.aspx
- Functional skills: www.fssupport.org from September. In the meantime helpdesk numbers are available (for schools: 0118 918 2820 or 0118 918 2830; for the post-16 sector: 0844 335 2938)
- Training on how to use the Diploma Aggregation System (DAS): www.qca.org.uk/diplomaeo
- Further details on the DAS: www.qca.org.uk/qca_15894.aspx and helpdesk: 0300 100 0100 or das.helpdesk@qca.org.uk
- QCA resources and training for lead and domain assessors: www.naa.org.uk/naa_21263.aspx

Key policy documents and reports:

- *Delivering 14-19 Reform: Next Steps:*
www.dcsf.gov.uk/publications/14-19nextsteps
- *Your child, your schools, our future: building a 21st century schools system:*
www.dcsf.gov.uk/21stcenturyschoolssystem/
- *Building Stronger Partnerships:* www.dcsf.gov.uk/14-19/publications/building_stronger_partnerships_employers.pdf
- *Delivering 14-19 Reforms in Rural Areas:* www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=49&pid=390&lid=474&l4id=174&ptype=Single&ctype=Text
- ASCL publication *Achieving more together: adding value through partnership:* www.ascl.org.uk
- NFER report *National Evaluation of Diplomas: Preparation for 2008 Delivery:* www.nfer.ac.uk
- New Ofsted inspection framework: www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Framework-for-the-inspection-of-maintained-schools-in-England-from-September-2009
- Ofsted thematic Reports on Implementation of 14-19 Reforms:
www.ofsted.gov.uk
- *e-learning in Further Education: The Impact on Student Intermediate and End-point Outcomes:*
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