

Implementation of 14–19 reforms, including the introduction of Diplomas

An evaluation of progress in the first year of the introduction of 14–19 Diplomas, 2008/09 in the context of wider 14–19 reforms.

This is Ofsted's second report evaluating the progress made in implementing 14–19 reforms. It follows up some of the key strategic issues of the first report, in 2008, and focuses particularly on the introduction of the new 14–19 Diplomas. Overall, 14–19 initiatives have continued to widen opportunities and meet the needs of young people. Progress in introducing the Diplomas was promising across the 23 consortia visited, many of which have been at the forefront of 14–19 developments. While the main subject learning of the Diplomas was generally going well, other elements, and particularly functional skills, needed more attention.

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Executive summary

This report presents the findings of the second year of a survey to evaluate the progress being made in implementing 14–19 reforms. While considering the impact of the full range of 14–19 initiatives, inspectors focused particularly on the new 14–19 Diplomas, which were introduced in September 2008, and on the functional skills of English, mathematics and information and communications technology (ICT) which are currently being piloted. Between September 2008 and March 2009, inspectors visited classes, scrutinised students' work and discussed progress with young people, teachers and managers in 23 of the 14–19 consortium areas involved in the first phase of the introduction of the Diplomas.

Many of the consortia visited were at the forefront of 14–19 development, and were made up of partner institutions that had often collaborated successfully for a number of years. The effectiveness of implementation of 14–19 reforms generally, in raising attainment and extending the range of provision for young people, was at least good in 20 of the consortia, and satisfactory in the remaining three. The impact of a range of initiatives was particularly evident in the increased participation and achievement of young people who might otherwise have been in danger of disengagement from education and training. This reinforces the positive picture which emerged from the first year of the survey.

The overall quality of information, advice and guidance for young people was good in most of the areas visited, as it was in the first year of the survey. However, although 14–19 web-based prospectuses were operational in all of the areas, in most cases they were underused within programmes of advice and guidance. Progress in introducing the new National Standards for information, advice and guidance was slow. The choice of Diploma subjects was frequently along traditional gender lines.

Five courses were surveyed in each of the first five Diploma subjects or 'lines' (as they are referred to). Progress in introducing the principal (subject) learning was at least satisfactory in all of them and was good in more than half. Students were motivated and challenged by the applied style of learning, they enjoyed working with young people from other providers in the consortium, and they were developing good work-related skills. Collaborative specialist teaching was a particular strength in about half the consortia visited. The principal subject learning was generally well planned, often drawing on good links with local employers.

In contrast to the principal learning component of the Diplomas, work in functional skills lacked coordination in just under half the consortia visited and, as a result, the quality of teaching and learning varied considerably. In view of the centrality of functional skills within the future 14–19 curriculum generally, as well as the role of functional skills as an integral part of the Diplomas, this is a key area for development. The additional and specialised learning element of the Diploma also needed greater attention to provide a wider range of relevant options for students. At this early stage, many of the young people thought of the Diploma as just their principal learning and did not fully appreciate how all the different elements constituted the full qualification.

The level of collaboration between schools, colleges and other partners was an impressive feature of many of the consortia. Students benefited from specialist vocational teaching and the use of high quality resources, while staff valued the professional development entailed in planning and teaching jointly with colleagues from other institutions. Operational management was generally effective but in around two thirds of the consortia surveyed quality assurance measures, necessary to guarantee the future effectiveness of collaborative arrangements, were insufficiently developed.

Key findings

- Progress in implementing the full range of 14–19 reforms was at least good in the large majority of the partnerships visited. Collaborative provision had continued to widen the range of options available to all 14–19-year-olds and, increasingly, was meeting the needs of young people whose circumstances made them vulnerable, including those with learning difficulties and/or disabilities.
- The flexible application of a variety of strategies by 14–19 partnership organisations was successful in reducing the number of young people not in education, employment or training in the large majority of the areas visited.
- The overall quality of information, advice and guidance for young people was good in around two thirds of the consortia visited. However, progress in introducing the new National Standards had been relatively slow and, in more than half the areas, the 14–19 web-based prospectuses were not being used effectively as part of a coherent approach to advice and guidance for young people.
- Arrangements to assure the quality of collaborative provision were insufficiently comprehensive in about two thirds of the areas visited.
- Progress in introducing the principal, subject learning in the Diplomas was good in more than half the consortia visited, and it was satisfactory in all the others. The standard of students' work in the principal learning within the Diplomas was at least satisfactory, with many examples that were good.
- Students in almost all the consortia visited were well motivated by the applied nature of their learning and the opportunity to work in realistic vocational contexts. However, most of them did not fully appreciate the composite nature of the qualification, or how the other elements linked to their principal learning.
- Two thirds of the main subject teaching on the Diploma courses was good; much of it benefited from productive collaboration by staff from partner institutions, who were able to plan together and share good practice.
- Consortia were slow in beginning the formal assessment of students' work on Diploma courses.
- The involvement of employers in the Diplomas was good or better in around two thirds of the consortia visited. They had contributed to the development of courses and were supporting their delivery well through work placements, speakers and visits.

- At the time of the survey, almost half the consortia visited had not established an effective, coordinated approach to teaching functional skills and, as a result, the quality of teaching and learning varied considerably.
- The additional and specialised learning element of the Diplomas was underdeveloped in almost all the consortia visited.
- Recruitment to many Diploma courses, particularly at foundation and advanced levels, was lower than anticipated. Many young people had chosen Diploma subjects along traditional gender lines.

Recommendations

14–19 partnerships and Diploma consortia should:

- put in place rigorous procedures to assure the quality of collaborative provision
- coordinate their approaches to functional skills, and link this work more closely to the principal learning in Diploma courses
- develop a more coherent range of additional and specialised learning options for Diploma students
- ensure the timely assessment of students' work on Diploma courses
- ensure that students have a clear understanding of how all parts of the Diploma contribute to the full qualification
- ensure that there is sufficient focus in advice and guidance for students on avoiding unnecessary gender-stereotypical choices of Diploma lines.

Introduction

1. This report presents the findings of the second phase of Ofsted's survey evaluating the implementation of 14–19 reforms. A report on the first phase was published in September 2008.¹ The survey visits for this second phase took place between September 2008 and March 2009. Inspectors looked at the full range of provision available to young people, including academic and work-based programmes, but focused particularly on the introduction of the new 14–19 Diplomas and functional skills. In the first phase of the survey, inspectors concentrated on strategic 14–19 partnerships in local authorities; while still considering strategic issues in this second phase, inspectors focused more on operational issues in the visits to the 14–19 consortia responsible for delivering the Diplomas.²
2. Major reforms to education and training for 14–19-year-olds were set out first in *14–19 education and skills*, published in 2005. A number of developments followed and an updated paper, *Delivering 14–19 reforms: next steps*, was published in 2008. This set out the planned programme of reforms up to 2015. The new 14–19 Diplomas form the most substantial single element of these reforms. The functional skills of English, mathematics and information and communication technology (ICT), which are currently being piloted, represent another important initiative. They constitute an integral part of the Diplomas, but can also be studied and assessed independently.
3. The Diploma is a composite qualification, combining theoretical study with practical learning. Its largest element, referred to as the principal learning, covers its specialist subject content. As well as functional skills, the other elements which students have to complete to achieve the Diploma are a project, 10 days' work experience, and a unit of additional or specialised learning which is intended to complement or extend the principal learning. The Diploma can be studied at three levels: foundation (equivalent to GCSE grades D to G), higher (equivalent to GCSE grades A* to C) and advanced (equivalent to AS and A levels). As part of the phased introduction of a planned total of 17 Diplomas, the first five Diploma lines, introduced in September 2008, are:
 - construction and the built environment
 - creative and media
 - engineering

¹ *Implementation of 14–19 reforms: an evaluation of progress* (070258), Ofsted, 2008; www.ofsted.gov.uk/publications/070258.

² In some smaller local authorities a single consortium provides the Diplomas, while in larger authorities there may be several distinct 14–19 consortia. The terminology used in this report to distinguish between 14–19 partnerships (strategic) and consortia (operational) is that adopted by the Department for Children, Schools and Families (DCSF), although, in some areas, the term 'partnership' is used at both levels.

- information technology (IT)
 - society, health and development.
4. In most of the 14–19 consortia visited, inspectors looked in detail at a single Diploma line, as well as sampling work on functional skills and evaluating progress in the broader 14–19 reforms. Four of the consortia visits encompassed more than one Diploma line. Part A of this report covers aspects which were common to all Diploma lines; Part B deals with subject-specific issues.
 5. Survey visits took place from early in the autumn term 2008, when Diploma courses had only just begun, to the end of the spring term 2009, when they were fairly well embedded. The amount of evidence available to inspectors, particularly in relation to students' achievement, was therefore greater in the later visits than in the earlier ones. Numbers of students starting the Diplomas in September were often a good deal lower than the original projections, and this particularly affected the Foundation and Advanced programmes. So, while inspectors saw work on the Diplomas at all three levels, the majority was at Higher level, predominantly in Key Stage 4.
 6. In each consortium visited, inspectors made two overarching judgements. The first was of the progress made in implementing the 14–19 reforms generally within the consortium and, where relevant, the wider local authority area. The second was of the progress made in introducing the specific Diploma or Diplomas seen by inspectors.
 7. Overall progress in implementing the 14–19 reforms was at least good in 20 consortium areas and satisfactory in the remaining three. This reinforces the generally strong picture, reported in the first phase of the survey, of the effectiveness of 14–19 developments, particularly at a strategic level, within local authorities. However, it has to be recognised that the 14–19 partnerships which were successful in their bids to introduce the Diplomas from 2008 have included those at the forefront of 14–19 developments, often with a record of successful collaboration between providers.
 8. Progress in introducing the principal, subject learning in the Diplomas was judged to be outstanding in one course, good in 13 courses and satisfactory in the remaining 11 courses observed by inspectors. At this relatively early stage in the Diploma programmes, with staff and students still adapting to a new qualification and a new style of learning, this is a promising picture. There were variations between the Diploma lines, although because of the small number of courses sampled in each subject, these variations have to be treated with caution. Work was mostly good in creative and media, IT, and society, health and development; it was a mixture of good and satisfactory in engineering, but no better than satisfactory in the construction and the built environment courses seen.

9. The introduction of other elements of the Diplomas has been more problematic. The quality of work seen in functional skills was variable, and only a limited range of additional and specialised learning options was available to most students.

Part A: The 14–19 reforms

The effectiveness of local strategies in raising achievement, participation and retention

10. The positive impact of local strategies to raise achievement and increase participation and retention in education and training, which was reported in the first year of this survey, has continued to be clear in this second year. The consortia visited were selected because of their early introduction of the Diplomas, but for most of them this was just one element of a range of initiatives to raise achievement, in its broadest sense, for all young people in the area. In the most effective consortia, a wide and imaginative range of provision, often tailored to individual need, encouraged participation and achievement at all levels.
11. In 19 out of the 23 areas visited, the proportion of 14–19-year-olds not in education, employment or training had reduced in the last year, or over a longer period, although in a small number the rate was still relatively high. Retaining potentially disaffected 14–16-year-olds in education and increasing progression to education and training beyond 16 were achieved most effectively by the flexible application of a variety of strategies. Typically, this involved a range of providers and agencies, including employers and voluntary, community organisations. Effective partnership work was often the key to success, as in the following example:

Since 2005 the local authority has reduced its proportion of young people not in education, employment or training from 13.5% to 6.2%. This has been achieved through an integrated strategy involving the careers service, Youth Support Services and 14–19 education providers, which includes:

- early identification by schools of young people at risk of being not in education, employment or training and support in Year 11 from transition mentors in the Connexions service
- scrupulous tracking of the cohort and Year 11 and 12 destinations
- comprehensive support for transition at the local further education college, including regular reports to the schools from which students came and joint credit for students' success
- a college-based 'Back on Track' course to re-motivate young people in the college and from sixth forms across the borough who are experiencing difficulties with post-16 transition

- the active engagement of young people who are not in education, employment or training, including a course of home visits by school learning mentors during holiday periods and regular option events
- a successful September Guarantee Voucher Scheme, where young people who have not been able to make a successful post-16 transition received a tailored package of bridging activities.

In 2008, 89% of Year 11 students in the authority progressed to further learning.

12. A sustained emphasis on meeting the individual needs of all young people, regardless of ability and background, resulted in outstanding achievement in some institutions. The example below is from a school serving a very disadvantaged area; three quarters of students are from minority ethnic groups and speak more than 70 different languages. More than 70% have some form of learning difficulty and/or disability.

Contextual value-added measures place the school in the top 1% nationally in terms of the progress its students make. The curriculum is expertly tailored to meet the students' diverse needs and the range of courses is under constant review. An international course for new entrants to the UK caters for students from countries, such as Afghanistan, with no prior education, as well as students from top international schools but with very limited skills in English. Detailed tracking systems show that these students make very good progress. In consultation with local employers in the building trades, a multi-crafts course was devised in Key Stage 4 and the sixth form; students achieve relevant qualifications and in the sixth form they combine work with study. The option of studying university modules on the tourism and hospitality advanced level course encourages students and gives them the confidence to apply for higher education. Personalised learning courses for students in danger of disengagement bring many 'back on track', including the current head boy, who was in danger of being excluded in Key Stage 4 but is now applying to university.

13. While it was often difficult to link GCSE-equivalent attainment directly to particular changes in provision, successes on new vocational courses and young apprenticeship programmes in some areas were clear contributory factors. For example, one local authority had tracked a 10% increase in the achievement of five or more higher grade GCSEs in the last few years among those 16-year-olds who included vocational courses at the local further education colleges as part of their Key Stage 4 curriculum.
14. Evidence of students' work in the new Diplomas was necessarily limited in some of the early visits inspectors made, but as the courses have progressed, a generally positive picture emerged of students' achievement. In all the consortia visited, the standard of work seen in principal learning was at least satisfactory, and examples of good work were seen in a substantial minority.

The students demonstrated increasing self-confidence and were developing good work-related skills.

15. Achievement in functional skills was much more patchy, and many students were not appreciating, at that stage, that these skills form an integral part of the Diploma. Students in some schools and colleges, which were part of the piloting of functional skills in 2008, had already taken the functional skills tests, with varying degrees of success, and disappointing results in some cases. In about a quarter of the consortia, particular skills, for example in writing reports or presenting findings to audiences, were developing well through the principal learning. In other consortia, students were developing relevant skills well through realistic contexts in their English and mathematics lessons, as in the following example.

Diploma students, who were mostly on foundation level courses, made unusually good progress in their use and understanding of Pythagoras' theorem in this mathematics lesson. This was because they were able to apply the theory to the practical problem of providing rigid, triangular frameworks in the construction of simple toys, and were able to visualise what was happening by making the models themselves out of pipe cleaners and straws.

16. However, for many students at the time of the survey, there was little firm evidence of their achievement in functional skills, since they had a lower priority than the principal learning. In a few cases, teachers were concerned that students would not be able to reach the required standard. This was a particular concern in special schools, where students were coping well with the principal learning, but whose learning difficulties limited their ability to tackle the functional skills tests.
17. In four of the Diploma lines, on the courses visited there were marked differences between the numbers of male and female students. Numbers of female students on IT courses were mostly low, and they were very low in engineering. In the consortia visited, three of the construction and the built environment courses had recruited no female students at all, and numbers in the others were tiny. Very few male students were following the society, health and development courses. With the exception of construction and built environment, numbers of students from minority ethnic heritage on most of the Diploma courses reflected the general population in the area. Students with learning difficulties and/or disabilities were appropriately represented on most of the courses.

Quality of teaching and learning

18. The quality of teaching and learning on Diploma courses was at least good in 15 of the consortia visited, and never less than satisfactory. The better lessons were characterised by young people's active engagement in their learning and teachers' use of a range of challenging techniques, adding pace and variety.

Realistic contexts and activities linked the theoretical and practical aspects of principal learning effectively. Assignments that involved employers were coordinated effectively across participating schools and colleges, and in five of the consortia, employers were directly engaged in delivering the courses. In about half the consortia, subject specialists had formed strong collaborative teams, working well together to provide leadership and share planning, preparation and assessment in the principal learning. In most of the consortia, teaching groups were composed of students from different institutions who were working well together.

19. The teaching of functional skills varied within and between consortia. The best lessons were very well planned, conducted at a good pace and with a wide range of activities. Students improved their functional skills and learned how to use them in other parts of their courses. In the less successful lessons, the approach was too theoretical and allowed insufficient application of the skills. The following example illustrates particularly effective practice.

A successful functional skills lesson was taught jointly by an English and a mathematics specialist to a mixed group of Diploma students from construction and the built environment (CBE) and society, health and development (SHD).

The mathematics content, on measurement, drew effectively on computer-aided design work undertaken by the CBE students on standard fittings for doors and windows, and on the monitoring of blood pressure, heart rates, height and weight carried out by SHD students to identify early signs of disease. Very good discussion took place on the importance of accuracy and estimation, and ICT was used extremely well by the teachers to support learning.

The English content of the second part of the lesson was based on the students' writing of a report on the work done earlier in the lesson, with a focus on connectives and action verbs.

The students worked in pairs and then assessed each other's reports against agreed criteria, with follow-up questions to identify strengths and weaknesses in the reports.

This was an extremely purposeful and productive lesson, which linked the functional skills to principal learning in the Diplomas very effectively.

20. In contrast to much of the principal learning, functional skills tended to be undertaken in the home institution, with relatively little collaboration between centres. As a result, students on the same Diploma course could have significantly different learning experiences in functional skills. Teachers of functional skills within schools generally had too few opportunities to plan together, and to develop and share ideas and approaches.

21. Students in almost all of the consortia visited were well motivated by the applied nature of their learning in the different Diplomas. They mostly found the tasks and assignments interesting and, for example in engineering and creative and media, appreciated the opportunity to work with specialised equipment. Since they enjoyed and were challenged by much of the work, their behaviour was good and their attendance was often higher than that of other students in their year groups. Because they were given more responsibility for their own learning and were allowed to pursue their own interests through their studies, a number of them expressed the view that they felt that they were treated more as adults. Experience on the Diplomas had frequently raised aspirations and awareness of a wider range of options post-16 and in higher education and training.
22. Since it was the most distinctive and substantial part of their work, many of the students at this early stage felt that their principal learning constituted the Diploma. Despite the information they had received at the beginning of the course, they often did not fully appreciate that other elements, such as functional skills, additional and specialised learning and the project, combined with the principal learning to form the whole Diploma. The links between the different parts of the Diploma were generally not emphasised sufficiently strongly and reflected the way the Diplomas were taught.
23. Most of the students were enjoying the excitement and challenge of being taught in different groups and, for many, away from their home school, working with new peers and staff from other schools. Many of them felt that these experiences helped to develop their personal, learning and thinking skills, which are assessed as part of the Diploma. However, only three of the consortia visited had clear plans linking personal, learning and thinking skills to units of work. For some young people, the early experiences in new situations had been challenging but at the time of the survey they felt more independent and responsible, and were developing mature attitudes and conduct. Many responded very positively to whole-day or half-day activities, which enabled them to tackle extended tasks and to undertake visits or fieldwork away from school or college.
24. Provision for students with learning difficulties and/or disabilities was particularly good in some of the lessons in creative and media and in society, health and development. These were well planned to ensure that learning was appropriately matched to students' different needs to enable all to participate. Provision was made for assessments and learning to take place with a variety of media, printed materials were provided in different fonts and sizes, and students had appropriate support and access to a range of specialist equipment. For example, a severely physically disabled student on a creative and media course was writing using a touch pad with her toe; a support worker with her enabled her to take a full part in the course. In one consortium, young people with learning difficulties and/or disabilities had access to the full range of courses, provided their prior attainment was appropriate, and students with

disabilities were making good progress on Diploma courses. An inspector wrote of a special school:

This special school's curriculum structure and planning of support show that students are given very good opportunities to follow pathways suitable to their needs, both within the school and at partner colleges. The school has worked very effectively with parents and carers to ensure good recruitment to its creative and media Diploma. The inclusive nature of the course is shown by the fact that not only are 13 students taking the foundation level Diploma, but also that another seven entry-level students, with specific learning difficulties, are working alongside the Diploma students and benefiting extremely well from the specialist teaching provided.

25. Most students, at all levels on the Diplomas, had had initial assessments to check for any additional learning needs. Teachers were generally aware of their students' abilities and were attentive to students who required individual support. Where inspectors saw additional support being provided during lessons, students' individual needs were well met; detailed and well-structured lesson plans showed a good knowledge of individuals. In a small minority of the consortia, it was unclear how support was provided for students who encountered difficulties when working away from their home school. There were some good examples of grouping to ensure that, at times, more able and confident students were working with those who needed support; this challenged the more able and encouraged those with learning needs.
26. At this early stage in the introduction of the Diplomas, common assessment systems and procedures were still being developed in about three quarters of the consortia visited. In other consortia there were examples where responsibilities for assessment had been clearly defined, with common approaches adopted and staff working together with agreed monitoring and recording systems. Teachers were generally knowledgeable about the progress students were making, and were beginning to monitor and record their progress on Diploma assignments. However, relatively little formal assessment had been carried out, even by the time of inspectors' visits in the spring term 2009. This was largely because teachers were still coming to terms with the required standards for the new qualification. Although records were being maintained subject by subject, the sharing of information between principal learning and functional skills was underdeveloped. In around a third of the consortia, staff were critical of the external support provided for Diploma assessment by national agencies and the lack of timely exemplar materials at different levels.

Curriculum range, access and development

27. The quality of the 14–19 curriculum generally was at least good in 20 of the consortia visited and satisfactory in the remaining three. Collaborative work in developing and delivering the curriculum, often built on sound working

relationships developed over a number of years, was good or outstanding in just under two thirds of the consortia. In many areas, successful collaborative provision extended students' choice of academic subjects, including minority subjects at A level and GCSE, and also provided a growing range of vocational alternatives.

28. About half of the consortia visited were already successful in meeting the needs of all young people in the area; in others, curriculum audits and plans to close any gaps in provision were underway. The most common shortcoming was in level 1 provision, although even where this was sufficient, some consortia reported difficulties in recruitment.
29. Around two thirds of the strategic partnerships, to which the consortia belonged, had published a statement of learners' entitlement, setting out the curriculum options available to all 14–19-year-olds, but there were only a few cases in which students were fully aware of their entitlement. In two of the partnerships, the statements had been produced several years previously and had not been updated to include references to Diplomas. Other partnerships were in the process of revising their entitlements; in one case it was being simplified and made more user-friendly in response to feedback from students.
30. The consortia recognised that, while GCSEs, A levels and the new Diplomas will meet the needs of the large majority of young people, alternative provision was needed for others. Around a quarter of the consortia were involved in pilot work for the new Foundation Learning Tier, which is being developed to provide for students working below level 2. Others rely currently on a patchwork of pre-existing and locally developed courses, although, among these, there were examples of highly successful courses.
31. Around a quarter of the consortia, and their strategic partnerships, had developed innovative and successful initiatives to re-engage the disaffected and those in danger of being not in education, employment or training, with the Youth Service playing a role in this provision in three of the partnerships. Inspectors found some examples of outstanding collaborative provision for students whose circumstances made them vulnerable, including those with learning difficulties and/or disabilities and those who were disaffected. The following illustrates how a consortium in a London borough achieved this.

Provision for students in the most vulnerable circumstances was extremely strong. There was a very wide range of specialist courses for those with learning difficulties and/or disabilities and the different institutions worked very well together, sharing resources and expertise. One of the special schools ran a vocational course that was attended by students from mainstream as well as other special schools. Students who were disaffected or had behavioural difficulties and/or disabilities mixed together very well and supported each other. The local authority also worked in close partnership with a work-based learning organisation to offer a tailor-made range of courses for those at risk either of dropping

out of school or of being excluded, in addition to young people who were not on any school roll. Learning was well planned to meet different ability needs and learning styles. A highly successful course was also available for new entrants to the United Kingdom who spoke little or no English.

32. Learning pathways from age 14 to 19 or beyond were planned and documented in almost all the partnerships surveyed, although young people did not always have a good understanding of all the progression routes available to them. The quality of the information varied; for example, in one of the partnerships the information had not been updated to include Diplomas and in another the information was incomplete and lacked sufficient detail. In five of the partnerships, universities had been involved in developing pathways into higher education and some were offering progression agreements. In three partnerships, students on advanced level courses had the opportunity to study relevant university modules which encouraged progression to higher education, developed students' confidence and gave them the opportunity to acquire accreditation beyond advanced level.
33. In around half the consortia visited, curriculum planning for principal learning in the Diplomas was good, with a strong collaborative element; it was never less than satisfactory. However, there were some examples of variation in the quality of curriculum planning between different Diploma lines within the same consortium. Although not many special schools were involved with the Diplomas in the consortia visited, those that were involved played an effective part in developing and delivering particular courses.
34. The involvement of employers in the Diplomas was good in two thirds of the consortia. It was often aided by the effective work of the local Education Business Partnership. Employers had helped with planning courses through the development of assignments, teaching materials and projects linked to work placements. In many of the consortia they were providing work placements, speakers and visits.

A partnership had built up excellent links with a range of key employers and local universities, mainly through the work of the Education Business Partnership. It was in regular contact with employers and had kept them informed of Diploma developments. The list of employers involved across the Diploma lines was impressive. Major employers had an excellent understanding of the demands of the new Diplomas and were involved in delivering principal learning and functional skills. They were also actively promoting the benefits of involvement to smaller employers.

35. In other areas, long-standing support from employers enhanced an even broader range of activities for young people.

The partnership has exceptionally good arrangements with many employers to enhance the curriculum and support students. Every

secondary school and college has links with at least one employer which improves basic skills and develops employability skills.

Many employers provide mentors and coaches frequently and regularly throughout the academic year. They provide well-structured work placements. Employers cover a wide range of sectors such as healthcare, retail, finance and law. Volunteers from a major bank help students to develop their basic skills and modern foreign languages. One employer has constructed 10 programmes covering a range of topics from financial literacy to providing chess partners, targeting 15-year-olds who are at risk of dropping out of school.

Employers frequently provide talks on career pathways, CV preparation and interview techniques. Students have the opportunity to visit impressive premises to observe and talk to various professionals at work. They learn about different companies and their work, both in the public and private sectors.

36. At the time of the survey, around half the consortia visited had yet to establish fully effective arrangements for delivering functional skills and were piloting different approaches.

- One option was to integrate the development and application of functional skills into principal learning. This was being done largely by college staff, using their experience of embedding key skills in vocational courses and, although at an early stage, was mostly operating in a satisfactory way.
- Where 'home' schools were responsible for developing functional skills, several models were being trialled.
 - The most common was for GCSE English and mathematics teachers to prepare students for the functional skills tests; this often happened without any liaison with the principal learning staff on Diplomas or vocational teachers on other courses, and so did not link in any way to the principal learning.
 - There were, however, examples of very regular and effective communication. One school had allocated a weekly meeting period for Diploma staff to meet the teachers of functional skills to ensure that students had developed the necessary skills by the time they needed them in their principal learning. This was working well, but it was time-consuming and may not be sustainable as more Diploma lines are introduced.
 - Double staffing of lessons, using a specialist vocational teacher and a functional skills teacher, was another option. English and mathematics teachers were sometimes team teaching to deliver integrated assignments that incorporated all three skills.

These models were effective but costly in terms of teaching hours, especially given the small groups on many of the current Diploma courses. Few

partnerships had planned how they would evaluate the different models of delivery they were trialling and how they would use the information to improve provision for functional skills.

37. In almost all the consortia, the additional and specialised learning element of the Diplomas had received less attention than principal learning and functional skills. Consequently, plans were generally not well developed. In around half the consortia, Diploma students were choosing an additional course from the option blocks, usually GCSEs and/or GCEs, available in their home school; relevant specialised options were not available to them. First aid, food hygiene and IT qualifications were the most common available options for additional and specialised learning in some of the consortia. Only two consortia provided a wide range of both additional and specialised courses to all Diploma students.
38. Although not all consortia surveyed had finalised their planning at the time of the visits, good arrangements for relevant work experience were in place in just under half the consortia. In several of these, the consortium was building on very sound practice established through the increased flexibility and young apprenticeship programmes.³ Some concerns were emerging about the availability of placements during a recession, when Diploma numbers will be increasing substantially from September 2009. However, some of the most forward-thinking consortia were beginning to explore alternative ways to offer work-related experience. For example, one consortium was looking at using the simulation facilities at a local hospital. In the best practice, consortia were setting tasks for Diploma students to give more structure and focus to their work experience, as in this example.

The consortium had built on the experience of Young Apprenticeships and had developed well-designed logbooks and handbooks to maximise the benefits of work experience. Placements were preceded by a formal interview with the employer and a contract was drawn up. Students were set tasks that had to be completed during the placement and these were monitored by visiting members of the 14–19 team. Every student had an individual debriefing meeting at the end of the work placement.

39. Practical arrangements, including timetabling and transport, to support the Diplomas and other collaborative provision were good in more than half the consortia visited. There were some problems, however, with arrangements for transport in around a quarter of the consortia, and even in one relatively compact London borough the time that students spent travelling was a concern. In another consortium, the practice of students having to go to their 'home' school before travelling to the 'host' provider was adding unnecessary travelling time.

³ See the reports listed in 'Further information'.

40. Where shared provision was working effectively, all the institutions involved had agreed to dedicated blocks of time being available for Diplomas, usually whole- or half-days, and had built their timetables around these commitments. In three of the consortia, where such a firm agreement had not been secured, timetabling clashes resulted in some students missing lessons in their 'home' school and having to catch up later, putting considerable extra pressure on those involved.

The quality of information, advice, guidance and support for young people

41. The overall quality of information, advice, guidance and support for 14–19-year-olds was at least good in 16 of the consortia visited and was satisfactory in the remainder. The example below illustrates one of the best integrated systems observed.

The partnership has introduced an innovative approach to ensuring all young people get experiences designed to raise their aspirations in terms of educational and career development. So far, 3,000 young people from across the city have taken part in a programme of activities and experiences to help them make decisions about what they want to do with their futures. The range of activities is wide and includes opportunities to experience different vocational and occupational areas with educational and training providers, including higher education, and employers. Participation in the programme requires a formal agreement between the young person, parents/carers and the school. The programme is an integral part of an information, advice and guidance process known as the Online Progression Process, which brings together the area prospectus, the common applications procedure and each young person's electronic progression plan. By making the programme a condition of acceptance onto a Diploma course, the process has ensured young people are guided well in making their choices. The early indications are that this is supporting high levels of engagement and attendance on the new programmes, with very few examples of students wishing to change their courses.

42. All the 14–19 consortia visited were aware of the National Standards for Information, Advice and Guidance.⁴ However, the extent to which they were being implemented varied: in one consortium, no providers had even been audited against the Standards; in five consortia, between a third and a half of the schools had already met the Standards, with the remaining schools expected to have achieved them by the end of the academic year. The pace of progress within individual providers was affected significantly by the relative seniority of the member of staff responsible. The use of the National Standards

⁴ *Quality Standards for Young People's Information, Advice and Guidance*, DCSF, 2007; <http://www.everychildmatters.gov.uk/resources-and-practice/IG00253/>.

was increasingly contributing to the standardisation, coherence and coordination of advice and guidance within consortium areas.

43. Inspectors identified successful methods for promoting the Standards, which included issuing a checklist for a consortium-wide evaluation of information, advice and guidance, based on the Standards, promotional events and training sessions. Approaches to speeding up progress included making achievement of the Standards mandatory within the process for commissioning information, advice and guidance provision, establishing a formal partnership agreement matched to the Standards, and ensuring that promotion of the Standards was written into the contract with the Connexions service and, ultimately, formed part of service-level agreements with providers. Other structural approaches included establishing consortia-wide groups charged with implementing the Standards and a professional development programme to support them.
44. Web-based 14–19 prospectuses were operational in all the areas visited. However, in more than half the consortia, they were not being used effectively or extensively as part of a coherent approach to information, advice and guidance. Only one consortium belonged to a strategic partnership that had a comprehensive web-based approach to guidance, effectively linking together the prospectus, the 14–19 applications process and an electronic record of a learner's experience and achievement. Even in consortia where the prospectus was well developed, publicised and easy to use, many students were unaware of it or of how to use it, and therefore they had not relied on it. Students identified other sources of information as much more important, particularly family and friends, but also schools, colleges and Connexions advisers, as well as paper-based information. There was little evidence of monitoring or analysis of the use of the prospectus, those examples that were provided for inspectors being limited to counting the number of hits on the website.
45. Factors inhibiting use of the prospectus included insufficient information, for example about progression routes, or the specific course content of Diploma lines. One partnership had established a protocol requiring providers to provide information, but others reported that providers were not updating the information regularly. In one instance, technical difficulties made it difficult to locate the required information in the prospectus. Students with learning difficulties and/or disabilities experienced particular problems in using the prospectus, often needing considerable support.
46. Only two consortia had common application processes operating fully online in conjunction with the prospectus. In just under a third of the consortia, a common applications process was still not in place, or was being used by only a minority of providers. Where a common electronic application system was in place, some students felt more comfortable in using it to opt for courses outside their home school.
47. Students on Diploma courses were generally satisfied with the quality of the information, advice and guidance they received. All the consortia visited had

adapted or augmented their guidance processes to provide students interested in Diplomas with additional support. Typically, these adaptations included taster days that enabled students to meet the teaching staff and visit the provider at the venues hosting the courses, open evenings, assemblies, road-show presentations and good quality printed material. All the consortia made additional efforts to include parents/carers in the process. The most successful guidance processes enabled the students to appreciate the Diploma course as a whole, rather than just understand the constituent parts. With some notable exceptions, access to these activities, however, was often gained only once a student had expressed an interest in Diplomas. This meant that many ruled out the option without the benefit of the additional information.

48. The extent to which the consortia established clear and detailed entry criteria for Diplomas varied, sometimes between Diploma lines in the same consortium. Some of the most thorough and exacting criteria required applicants to have undertaken certain experiences, including compulsory attendance at taster days, and to include tutors' assessments of motivation and interest in activities. In these consortia, students were able to express clear and cogent reasons for the choices they had made.
49. In the consortia visited where the information, advice and guidance process was less well coordinated, there were variations between schools in the quality of advice, which led to variations in the extent to which students understood the content, coursework and assessment requirements of the courses they had chosen. In one consortium, for example, the result was that students found the Diploma course more demanding than they had expected.
50. In all the consortia visited, arrangements for inducting students onto Diploma courses were well planned, comprehensive and effective. Each consortium adopted a formal structure that provided both general and specific information to students, including health and safety, mainly through active, participatory approaches that the students found stimulating. The best programmes provided detailed information about the course, assessment requirements and other expectations of students, including behaviour and time-keeping, leading to clear learning agreements. These inductions introduced the functional skills and covered progression routes. Most provided informative course booklets that alerted students to sources of additional support that might be needed. Students found the induction programmes engaging and the experience contributed significantly to initially high levels of motivation. Students' motivation was further enhanced in two examples by early engagement with employers, such as half-day visits to employers' premises as part of the induction and, in around a third, through a residential programme. The induction programmes resulted in a high proportion of students settling into the new courses quickly and promoted good working relationships between students from different institutions.
51. Most providers had used a combination of Key Stage 3 national test results, GCSE results and Fischer Family Trust data to establish the appropriate level of

Diploma on which to place students. In one consortium, the lack of initial assessment led to students being placed on courses at the wrong level. However, many schools felt that performance in the Key Stage 3 tests or GCSEs had not always been an effective indicator of success in the functional skills, and some schools had to put in additional support for the relevant skills.

52. There were some good examples of the care taken by consortia to help students with the practicalities of moving between sites for their Diploma studies, and supporting them in unfamiliar surroundings. The following example describes a very effective system, common to all six schools in one consortium.

Key workers, employed by students' home institutions, provide the 'first port of call' for students on Diploma courses. They ensure that movements between providers' sites are managed effectively, ensuring that students attend the relevant site and have all the required equipment for the day. The key worker at the host site greets students on arrival and ensures they get to their allocated Diploma group. Key workers are responsible for collating attendance information daily and following up any non-attendance. They circulate around the teaching groups and provide support to students. In addition, they are available during breaks and lunchtimes for students who want to speak to them. Key workers from all providers meet regularly to share practice and information.

The effectiveness of leaders and managers in taking forward the 14–19 agenda

53. The effectiveness of strategic direction, leadership and management in taking forward the 14–19 agenda was at least satisfactory in all the 23 local authority areas in which the consortia visited were located. It was good or better in 19 of the areas.
54. There was a clear vision for the development of the 14–19 phase of education and training in all the areas, which was shared by all the strategic partners, including universities, employers and training providers. Similarly, all the schools and colleges visited were committed to the partnership's agreed direction and priorities. The best performing partnerships built effectively on well-established collaborative arrangements. They focused successfully on tackling low attainment and low aspirations through an ambitious and sometimes transformational vision for education and training provision, as this example shows.

There is a very strong historical partnership between all schools and the college in the city. Links between schools and further education are outstanding; for example, headteachers of the 11–16 schools in the consortium are also associate principals of the sixth-form centres, in different parts of the city, and contribute to the management of them with the college. Funding has been pooled to enable the partnership, among other things, to set up two well-equipped skills centres, which are

accessible to all 14–19 students in the city, including those from special schools. Planning, at all levels, is fully integrated, and the partnership’s professional development programme encourages the sharing of good practice across the city.

55. The operational management of collaborative provision was at least good in 14 of the 23 consortia visited and satisfactory in the others. Where the management was good, this was mainly in mature partnerships with experienced teams of staff. About a third of the consortia collaborated extensively to provide a wide range of courses from entry level to levels 2 or 3. They had good operational structures with clear roles and responsibilities for the staff involved in managing the collaborative arrangements. Standardised protocols, relating for example to the monitoring and reporting of attendance, were implemented effectively across the consortia.
56. Schools’ specialist status and the expertise of consortia institutions were well used to lead the development and implementation of Diplomas in almost all the areas visited. Careful consideration was given to which providers should lead on particular Diploma lines, based on the institutions’ staffing and strengths in resources. The pattern of distribution of provision across a consortium varied considerably. In one case, a fully integrated system allowed each of the partner institutions – six schools and a college – to teach several of the Diploma lines, usually to mixed groups of students from across the consortium. In contrast, Diplomas were taught in a single institution in six consortia visited where expertise and experience in the area were more localised or where student numbers were relatively small. In several consortia, school and college teachers contributed to the teaching of the Diploma at the college to make best use of its specialist resources and workshops. In others, the teaching, particularly of engineering and construction and the built environment, took place in specialist local authority skills centres. Where Diploma students in Key Stage 4 were taught entirely in their home school, as occurred in some creative and media, IT, and society, health and development courses, teachers and students often missed the opportunity to share experiences and good practice.
57. In the majority of the consortia surveyed, the performance of students on collaborative courses was regularly monitored and reported to their home institution. Concerns about students’ attendance and behaviour were fed back promptly to their home institutions. The overall evaluation of students’ performance on collaborative courses was not sufficiently timely in eight of the consortia but it was good in another six. In these six areas, students’ underperformance was identified early and measures were quickly put in place to improve achievement.
58. In all the consortia visited, providers had agreed on arrangements for the transfer of funds for students being taught for part of the time in other institutions. These arrangements varied considerably in their sophistication, but most were operating satisfactorily. Financial arrangements in two consortia were under review as they were felt not to be sustainable. The well-established

consortia also had effective financial arrangements to support students' travel between sites. In several consortia, the imaginative and creative use of funds from a variety of sources had enabled the partners to set up attractive, well-equipped skills centres to support the Diplomas and other vocational work.

59. Effective arrangements were in place to ensure that workforces across consortia were suitably prepared to deliver a broad range of high quality provision. All the consortia visited had sufficient well-qualified and experienced staff to teach the new Diplomas in their first year.
60. Extensive professional development programmes were undertaken to support changes in teaching, particularly for the Diplomas. These comprised a mix of nationally available and locally devised training focusing on particular needs. Collaborative teaching in around a third of the consortia provided frequent opportunities for sharing good practice between schools and colleges. Benefits included sharing methods for dealing with problems of behaviour and meeting the needs of 14–16-year-old students while at college. The use of more sophisticated resources allowed school teachers to update and extend their expertise while working at the college. Diploma management networks provided good support for specialist vocational teachers, with frequent, productive meetings of staff teaching Diplomas and the Diploma coordinators. In about a quarter of the consortia visited, employers were involved, for example, in updating staff and checking that information used in teaching was current and accurate. The following illustrates effective practice in one area.

The local authority's 14–19 team had a strong impact on shaping the Diploma through developing effective styles of teaching and learning. A well-focused professional development programme had been designed, in collaboration with the local university, to develop assessment for learning on the Diplomas. The teachers observed during the survey who had undertaken the programme were effective in combining a wide range of teaching strategies with the effective integration and development of functional skills.

61. Specialist equipment, learning resources and accommodation for Diplomas and other collaborative provision were good in around three quarters of the consortia and satisfactory in the remainder. In some cases, consortia were able to draw on other specialist facilities in the area. For example, in two consortia, local primary care trusts provided access to specialised technical equipment.
62. Just under three quarters of the consortia visited had established, or were developing, well thought through protocols for quality assurance, but these had often not moved from planning into operation at the time of the survey visits. Consequently, in about two thirds of the consortia, quality assurance arrangements were not yet sufficiently comprehensive and timely. Identifying weak areas of provision frequently happened at the end of the academic year when attainment was scrutinised, so that opportunities to take remedial action in good time were missed. Quality assurance arrangements were good in eight

consortia, with evidence that they had led to improvements in provision. They included elements of both internal and external scrutiny, and involved lesson observations, the collection of students' views, and the moderation of assessed work. The example below illustrates some of the best practice observed.

The partnership has a sophisticated, comprehensive system of assuring its collaborative provision. It has identified seven strands for quality assurance, all of which are reviewed on an annual cycle:

- achievement
- retention
- leadership and management
- teaching and learning
- assessment
- information, advice and guidance
- employer engagement.

Standards have been set for each strand, with agreed assessment criteria. A quality assurance team, made up of senior staff from each of the partner institutions, is responsible for carrying out the assessment. The process of assessment varies according to the strand. For teaching and learning, members of the team visit each provider, carrying out joint observations with senior staff and interviewing students and staff; for achievement, the progress made by students on courses off-site is compared with that at the home institution. Reports on each provider are produced by the quality assurance team for each strand and, if standards are not met, the provider is obliged to produce an action plan to make the necessary improvements. Although development work is still taking place for some of the strands, and senior managers recognise that effective professional development will be needed to induct all staff into the process, the reviews already carried out have pointed up where improvements need to be made in assessment procedures in several of the providers. The system for quality assurance is clearly contributing to consistency of practice across the partnership. It enables senior managers to be confident about the quality of provision and outcomes for their students who are taught off-site and is a powerful means of sharing good practice.

Part B: The first five Diploma lines

Construction and the built environment

63. Progress in implementing the construction and the built environment Diploma was satisfactory in all five of the consortia visited.

Key strengths

- Good monitoring of Diploma implementation at senior and strategic level.

- High standard of students' practical work.
- Motivating and engaging teaching in practical lessons.
- Good use of industry-qualified and experienced staff to teach principal learning.

Key areas for improvement

- Further developing the pedagogical skills of teachers to motivate and engage students better in theory lessons.
- Ensuring that curriculum planning enables sufficient time to cover Diploma specifications in the required detail.
- Ensuring greater involvement of employers, suppliers and manufacturers in delivering courses.
- Extending the available range of additional and specialist learning opportunities that directly relate to the Diploma course.
- Refining advice and guidance arrangements to ensure that all students are fully aware of the content of the Diploma course.

Achievement and participation

64. The large majority of the students interviewed were positive about the Diploma and especially the practical activities they had completed. The standard of practical work seen was good in most of the settings visited. Students were motivated and engaged in practical lessons and worked productively, using tools and equipment competently. Practical activities enabled students to gain confidence and to develop skills that will contribute to their future economic well-being.
65. Over half the students interviewed were less enthusiastic about the theoretical aspects of the Diploma and failed to see their relevance in relation to the practical work or, more generally, to their perceptions of construction and the built environment.
66. In two of the consortia visited, students had not been registered on Diploma courses as it had not been decided whether they would follow the Diploma course or the Business and Technology Education Council construction course. None of the consortia visited had any students on the advanced level Diploma. Participation by female students was very low and, in three consortium areas, none had been recruited. The proportion of students from different groups, including those with identified learning difficulties and/or disabilities, those from minority ethnic heritage, and those identified as being gifted or talented, was also low.

Teaching and learning

67. The quality of teaching and learning observed was satisfactory overall, but was variable both within and between consortia. The teaching in practical workshops was better than the teaching of theory in classrooms. In practical lessons, teachers used their experience from industry well to motivate and engage students. Practical demonstrations were good and students were motivated and engaged in individual activity. The consortia made good use of industry-qualified and experienced staff from local further education colleges to teach all or part of the principal learning. The following example is drawn from an effective practical lesson observed:

In a practical lesson the teacher started with a good demonstration of how to use tools and equipment correctly to form a dovetail joint. The teacher used his experience of industry well to explain the purpose of the joint and where it would be used. Students then were able to practise and improve their woodwork skills using tools and equipment correctly and safely to produce work of a high standard.

68. In the theory lessons observed, teachers were not as good at motivating students or keeping their interest. Theory lessons often lacked pace, were not effectively planned and were too centred on the teacher. Many lessons failed to cover the Diploma requirements in sufficient detail or were not made sufficiently relevant to practical construction activity. In the least effective lessons, teaching was dull and uninspiring. In almost all the theory lessons observed, teaching was directed to the whole group, with little attempt made to meet individual needs. Lessons focused on one topic in isolation from related topics in other units, making it difficult for students to understand the relevance or context of what was being taught.
69. Teachers showed a genuine interest in encouraging students to participate and gain new skills. Working relationships were good – teachers were friendly, helpful and supportive – and productive learning environments were created in practical workshops. Academic guidance and support were not as effective as pastoral support; at the time of the inspectors' visits, staff were not using information on students' prior attainment or assessment data to inform planning or to support students' progress.
70. At the time of the visits, no formal assessment had been carried out in four of the consortia. There was little evidence of frequent marking or checking of students' knowledge and understanding in relation to work they had completed.

Curriculum development

71. Curriculum planning and development were generally satisfactory in all five of the consortia visited. Consortia had identified units where employers could contribute to the teaching of the Diploma or where students might benefit from visits. However, although the consortia had identified employers, they had not

yet arranged for employers to contribute to the teaching of principal learning and very few visits had been arranged at that stage. This example illustrates some of the better planning.

Opportunities for involving employers, suppliers or manufacturers in curriculum delivery were well planned in one consortium. Schemes of work clearly specified the aims and objectives for involving employers. Activities included careers talks, site visits and student interviews, all designed to motivate and engage students and to enhance their enjoyment of the curriculum.

72. In three of the consortia visited, too much curriculum time was allocated to the practical unit activities within the Diploma. This resulted in insufficient time being available to teach, to the required standard, the theoretical elements of the Diploma. In some instances, students lacked the required knowledge and understanding of topics previously covered. It was unclear at that stage how the recommended number of guided learning hours for the higher level Diploma would be achieved in any of the consortia visited.
73. Principal learning incorporated the assessment of personal, learning and thinking skills in most of the consortia visited, although insufficient attention was given to identifying where, or how effectively, students were using or developing these skills. Functional skills were not taught as part of the principal learning curriculum, and opportunities were missed to apply and develop functional skills in a relevant context. Both functional skills and the Diploma project were often taught in students' home schools and, because of different practices within each school, students were often confused as to why different schools were doing different things when they were all completing the same Diploma course.
74. The range of additional and specialist learning options was underdeveloped in four of the five areas visited. In these areas, no additional or specialist options that directly related to construction and the built environment were offered; students simply opted for an additional GCSE qualification from those offered in their own school.

Leadership and management

75. Strong leadership and management at senior level were key features of the consortia visited, and senior managers had a clear understanding of the strengths and areas for improvement within the Diploma course in their areas. In three areas, senior managers acknowledged that the construction and the built environment Diploma was the weakest line of learning in their consortium.
76. All consortia had steering groups for construction Diplomas, with a broad membership representing schools, colleges, work-based learning providers and employers. In the best practice, these groups ensured that the implementation of the Diploma was closely monitored and they received regular reports; they

reviewed learning and assessment material, sought students' views and shared good practice between different delivery centres within the consortium.

77. Operational leadership and management were satisfactory. Day-to-day management ensured that staff and resources were appropriately deployed. Two of the consortia used purpose-designed Diploma centres effectively to enable students to work in good quality specialist facilities.

Creative and media

78. Progress in implementing the creative and media Diploma was good in four of the five consortia visited and satisfactory in one.

Key strengths

- Highly motivated and enthusiastic teachers and students.
- Good planning and realisation of interdisciplinary work.
- Stimulating use of professional practitioners to contextualise learning.
- Good development of students' personal, thinking and learning skills.
- Inclusive and comprehensive recruitment to the Diploma cohort.
- Effective collaborative leadership and management, building on individual strengths and best practices.

Key areas for improvement

- Developing in students the habit of recording and collating their research and creative ideas in a variety of formats.
- Ensuring that the final assessment and moderation of work are completed more promptly, consistently and clearly.
- Making better connections between principal learning and additional and specialist learning.

Achievement and participation

79. Almost all the students interviewed were highly motivated and enthusiastic about their new courses. Attendance, retention and behaviour were all good. The standard of students' work was at least satisfactory and in many cases it was good. In addition to their early acquisition of a wide range of technical skills across many disciplines, students displayed growing personal confidence, individual initiative and a good capacity to work in teams on creative projects.
80. Recruitment to the advanced Diploma was very low, with no students enrolling in three of the five consortia visited.

Teaching and learning

81. The quality of teaching and learning was good in all five of the consortia visited. Well-designed interdisciplinary activity opened students' imaginations to a wide range of creative possibilities. Students were exposed early and regularly to the work of professional practitioners and realistic working environments, which both stimulated and contextualised their own work, as in the following example.

Educational arts agencies and the educational departments of larger arts companies are used well in the early stages of a project to provide tailored workshop activities. This ensures that students gain an industry perspective on their own ideas, and that teachers have a specific work context to help shape students' creativity.

82. The essential contributions to the creative process made by research and critical reflection were both given due prominence in lessons, and students learned how to apply them. The following example is drawn from a particularly effective lesson.

The students were constructing three-dimensional models of buildings to present to a professional architect. They had researched architectural styles and a variety of materials that could be used to construct different types of buildings, and were enjoying the challenge of making a model to illustrate their design concepts, as well as planning their simulated pitch to an external professional practitioner. The exercise gave their work a realistic context as well as a sense of occasion, in which their communication skills would be as significant as their creative flair.

83. Insufficient attention was given to developing in students the habit of recording and collating their research and creative ideas in a variety of formats. They were not systematically taught to use annotated sketchbooks, photographs, video and audio recordings and written notes.
84. In three of the consortia visited, students and teachers moved between schools and/or colleges in order to maximise specialist expertise or resources, and the result was a fully comprehensive cohort made up of students from different backgrounds, experiences and abilities. Students reported that, after they overcame their initial apprehensions, they were stimulated by working in different ways with different people. In most consortia, the foundation Diploma and the higher Diploma students worked alongside each other in the same group, and this inclusive approach worked well.
85. At the time of the survey visits, arrangements for assessing and moderating students' work were still being finalised. Although they had received helpful formative feedback on some completed work, partnerships were still seeking further clarification of grade boundaries, and many students were uncertain of how good their work was.

Curriculum development

86. Curriculum development was good in four of the consortia, and satisfactory in the fifth. All consortia demonstrated whole-hearted commitment to a collaborative curriculum, and most realised this by designing and implementing shared schemes of work.
87. In all five consortia, professional practitioners and employers had substantial involvement in developing and delivering the creative and media Diploma. They visited schools to help give live briefs for students' work; students made group visits to their work premises to learn about what they did; and they were often part of the audience for students' final presentations. Many of them also offered a work placement to a Diploma student. The skilful use of practitioners in these ways ensured that the principal learning content of the Diploma had a professional and commercial currency. It also served to bring home to students the ways in which the arts have to operate in a business environment, and how the business world benefits from the contribution of the arts.

A major outdoor museum was the focus for both an initial open stimulus for creative ideas and a site research visit to make an artwork, in any chosen medium. Students from two different schools were given very clear instructions as to what they needed to glean from their research visit, in terms of documentation of sights and sounds and possible locations for a final exhibition. At the same time, the education officer of the museum gave their work a specific purpose and focus by outlining her own requirements: that their artistic product should in some way promote to other young people the existence and nature of the museum itself. The collaboration was thus extended between different schools, and between the schools and the museum, in ways that were of clear, mutual benefit.

88. Personal, thinking and learning skills were clearly identified in the schemes of work and lesson plans, and skills such as problem-solving, team working and the assumption of personal responsibility for the direction of one's own work were clear benefits to be derived from the course.
89. Functional skills were also well mapped to assignments, and opportunities to practise and assess them were plentiful. However, teachers did not exploit these opportunities to the full and the skills were not made sufficiently explicit to emphasise their importance to students.
90. The range of additional and specialist learning options in almost all the higher Diploma courses visited was confined to GCSEs in related subjects. Unlike much of the Diploma learning, these were studied in students' home institutions, with little or no reference to the Diploma course.

Leadership and management

91. Good collaborative working, based on a clear 14–19 strategy, was a feature of all the consortia visited. Diploma teams had spent considerable time and

resources preparing for the new courses, and their investment was paying dividends in the form of a strong spirit of trust and cooperation, effective and timely problem-solving, and the productive sharing of good practice. In many schools, senior staff were leading the Diploma and teaching it, and this gave the new course authority and weight. Schools and colleges acknowledged frankly their own strengths and expertise, and partnerships made collective decisions about how and where best to teach the Diploma to the benefit of all participating students.

Engineering

92. Progress in implementing the engineering Diploma was good in two of the five consortia visited and satisfactory in the other three.

Key strengths

- Good use of recent industrial experiences by many teaching staff.
- Good partnership working and collaborative arrangements to deliver principal learning.
- Good specialist accommodation and resources in most areas.

Key areas for improvement

- Developing further and making more explicit the functional skills and personal, thinking and learning skills in principal learning.
- Improving the range of options for additional and specialist learning.
- Developing clear objectives, linked to outcomes for principal learning, for all visits to employers.

Achievement and participation

93. A large majority of the students interviewed were highly motivated and enthusiastic. Students' attendance and behaviour were generally good. The standard of their work was satisfactory or better and they paid due care and attention to health and safety in the engineering workshops.

94. Participation by female students in engineering was very low, at 3% across the five consortia, and two of the areas visited had recruited none. Recruitment for the advanced engineering Diploma was low in four of the consortia.

Quality of teaching and learning

95. The quality of teaching and learning observed was good in two consortia and satisfactory in the other three. In the better lessons, teachers were able to enhance the topic by providing illustrations and exemplars based on their recent industrial experiences. However, not all teachers had received recent industrial or engineering-related professional development. The use of activities

and sample products that demonstrated the application of engineering principles improved learning, as in this example.

A theory lesson investigating the impact of heat treatment on engineering materials made good use of industrial products to show the effect of annealing, hardening and tempering on plain carbon steel. Each student was allocated a specific product, to investigate and research the treatment process and the benefits for the product. Levels of participation were very good as learners shared their findings with the group.

96. In half the lessons observed, there were insufficient tasks to extend learning for the more able students. About a third of the lessons seen did not focus sufficiently on the application of the topic in current industry settings and made insufficient links to other units. One consortium was taking a more holistic view of the Diploma and delivering units based on tasks and projects that built knowledge and skills in an integrated manner.
97. Support for students was inconsistent, as not all of them had access to a tutor in their home schools who understood the engineering Diploma.

Curriculum development

98. The involvement of employers in developing and delivering principal learning was good in two of the consortia visited, but insufficient in three. In the good areas, students had undertaken well-devised visits to employers' premises early in the course. Students gained insights into engineering environments during these visits which greatly enhanced their understanding of and enthusiasm for the Diploma, as in this example.

The education department of a voluntary sector organisation worked closely with the Diploma development team to develop an interactive and particularly well-structured two-day residential training module on maintenance. The carefully planned event incorporated three activities covering several tasks and all learning outcomes for a unit:

- a tour of the facilities to see everyday engineering duties
- completion of maintenance tasks on a Gazelle helicopter based on a works order log and the aircraft manual
- observation of different maintenance tasks, including pre-flight checks and a practical activity using a specialist 'wire lock' tool.

All the students had an opportunity to lead a group task. A teacher from each school accompanied the students. Plans were in place to link the educational visit to other Diploma units later in the course.

99. Good working relationships had been developed with local employers in all areas visited. However, in three areas there was no clear indication as to which units employers would be involved in or when specific visits would take place. For too many of the planned and actual visits to employers' premises, the

learning objectives were insufficiently well defined to ensure that the learning was integrated with the principal learning units.⁵ Students in two areas visited were disappointed at the lack of practical activities and visits to employers in the early stages of the course.

100. Three of the consortia had plans to deliver some aspects of the engineering materials units at local higher education institutions. This would allow students to experience a different environment and gain access to material testing equipment used in research laboratories and manufacturing.
101. All the consortia visited had allocated at least one day each week for delivering the engineering Diploma. However, in three of the five areas, it was not clear where and how all the necessary guided learning hours would be delivered for the higher Diploma. Learning which took place in separate home schools resulted in students on the same course receiving different experiences.
102. Personal, thinking and learning skills were often identified in the schemes of work and lesson plans. However, formative feedback was insufficient to ensure that students were aware they had developed these skills.⁶
103. In all the areas visited, functional skills were being taught separately from principal learning and students' experiences depended on the arrangements at their home schools. Such skills were often identified in schemes of work and lesson plans but teachers did not make the links explicit to students. There had been no discussion between the teachers of principal learning and those teaching functional skills about how they could support one another in developing students' functional skills.
104. The range of additional and specialist learning options in four of the five areas was based on what the students' home schools offered. This resulted in a narrow range of options and, for some students on the same course, the available choices were different.

Leadership and management

105. Good partnership working was a feature of all the consortia visited. In three of the areas, collaborative working was strengthened by a team leader for the Diploma. The leader had clearly defined responsibilities, as well as sufficient time to coordinate development activities and facilitate the sharing of good practice between providers, as in this example.

⁵ This reflects the findings of Ofsted's report, *Learning outside the classroom* (070219), Ofsted, 2008; www.ofsted.gov.uk/publications/070219.

⁶ Ofsted's report on the new Key Stage 3 curriculum reflected similar findings about assessing personal, learning and thinking skills: *Planning for change: the impact of the new Key Stage 3 curriculum* (080262), Ofsted, 2009; www.ofsted.gov.uk/publications/080262.

Each of the five schools and colleges involved in the engineering Diploma had at least one teacher responsible for teaching the Diploma. Staff agreed on the units they would deliver, based on personal knowledge, experience and interests. Teaching was mainly at one site and students enjoyed the variety of topics from knowledgeable staff. The designated lead practitioner aimed to ensure all aspects were developed to a high standard. Regular meetings ensured good coordination in teaching the units and effective partnership working. Students appreciated the specialist support they could receive at their home school.

106. Two consortia had purpose-built engineering centres with a good range of specialist engineering equipment. Schools in two other areas were awaiting planned investment to provide improved workshops and resources. All the colleges involved had a range of good engineering workshops and industry-standard equipment to support the Diplomas.

Information technology

107. Progress in implementing the IT Diploma was good in four of the consortia visited and satisfactory in one.

Key strengths

- High standard of students' work on the advanced Diploma.
- High quality learning resources.
- Particularly good arrangements to use employers to enhance learning in three of the areas.

Key areas for improvement

- Developing more effective links between the functional skills, personal, thinking and learning skills and the principal IT learning.
- Improving the range of and access to the additional and specialist learning options.
- Development of extension tasks for more able students.

Achievement and participation

108. The survey found that students worked competently and confidently on their activities and generally produced work of a good standard, particularly on advanced level courses. Many were making good progress in developing social and employability skills. Attendance and behaviour were generally good and students spoke positively about their improved self-esteem and confidence.
109. Participation by female students on the Diplomas was low and below that for comparable IT courses.

Teaching and learning

110. Teaching was good in four consortia and satisfactory in one. Resources were usually used effectively and, in the better lessons, teachers challenged students appropriately and engaged them actively in tasks, using a range of techniques to involve them and drawing effectively on the students' knowledge and personal experiences to illustrate key learning points. Learning was regularly checked and students enjoyed these lessons. Weaker lessons lacked a clear focus and direction and, consequently, students became distracted during desk-based activities. Often, extension activities for more able students were insufficient. The following illustrates effective practice within a consortium.

Three of the schools in one consortium planned the teaching of the Diploma to include one day a week away from school at a local study centre or the local further education college, using team teaching. Teachers involved in this activity built a strong team in a few months. They reinforced the relationships they had established during the initial Diploma development. They had trust and confidence in each other and shared equally in planning, preparation, teaching and the assessment of all students. Early discussions and agreements between teachers and the lead practitioner about common expectations concerning appropriate standards of students' work, behaviour, and the ground rules for the partnership were very effective in ensuring a good start to the course.

111. IT subject specialists often worked well together, sharing ideas and good practice. However, the staff teaching functional skills had insufficient opportunities to develop the vocational relevance of their subjects or to link them effectively to support the principal IT learning.

Curriculum development

112. Arrangements to involve employers in developing and delivering the courses were good in three of the areas visited, but their engagement was insufficient in the remaining two. In the better supported courses, students had a range of inputs and visits, which significantly enhanced their learning and enthusiasm for the subject.

The consortium decided to involve employers in delivering and developing the IT Diploma curriculum from the induction stage onwards. Students made a half-day visit to the local shopping mall to see the variety of IT applications involved in the successful running of a large retail environment. They were split into groups and undertook a number of tours which demonstrated the use of IT in controlling the heating, car parking, web-based systems and general administration of the centre. Students found the visit highly motivating and interesting and it provided useful topics for discussion in lessons.

Shortly afterwards students visited a manufacturer and toured a plastic-moulding machine shop. The sophisticated technology controlling the complex manufacturing process was explained to them. In the first six months, students made six visits to a wide variety of employers.

113. In all the areas visited, the range of additional and specialist learning options available to students was limited. In some cases, the range was restricted to what could be offered by the lead school or college. Provision varied considerably, so the entitlement for all IT students was not consistent.

Leadership and management

114. In all the consortia, developing the IT Diploma had been led by the local further education college or specialist IT or business schools, although other partners were involved appropriately. Resources were generally good and the staff were motivated and enthusiastic about the Diploma. Staff development activities had taken place, but these tended to focus on principal learning; insufficient attention had been paid to developing functional skills with sufficient links to the vocational area. Too often, teachers of functional skills and principal learning had not been appropriately involved in developing a coordinated approach to their activities during the development phase of the Diploma.

Society, health and development

115. Progress in implementing the society, health and development Diploma was outstanding in one of the five consortia visited, good in three and satisfactory in one.

Key strengths

- Strong partnership working and effective collaborative arrangements to deliver principal learning.
- Good use of vocational skills, experience and knowledge by the majority of teaching staff.
- Well-planned and effective teaching in most lessons.
- Good engagement of employers in the development and delivery of learning in most areas.

Key areas for improvement

- Implementing clear and consistent procedures across consortia for delivering and assessing functional skills.
- Ensuring that all teaching staff involved in the Diploma who do not have experience of working in a relevant setting have effective staff development and work-related opportunities to develop a sound, practical understanding of the vocational aspects of the Diploma.

- Ensuring that all students have access to a broad and balanced range of additional and specialist learning opportunities.
- Developing clear protocols for sharing information between host institutions and home schools about students' prior learning and progress.

Achievement and participation

116. The standard of students' work was mainly good. The large majority of students were highly motivated and enthusiastic and valued the learning opportunities that the Diploma provided. The students who were least enthusiastic were those whose learning took place mainly in their home school. Attendance, punctuality and behaviour were particularly good. The majority of students were gaining significantly in maturity and confidence, which was having a positive impact on their attitude to schoolwork.
117. Only one of the five consortia had recruited students for the advanced society, health and development Diploma. Recruitment for the foundation Diploma was also low. Participation by male students in society, health and development was very low; three of the consortia visited had recruited none.

Teaching and learning

118. The quality of teaching and learning was good in more than three quarters of the lessons observed. Many teachers enhanced students' learning by providing examples based on their recent industrial and vocational experiences. However, not all teachers had participated in recent, relevant professional development. Teachers who did not have a background in the principal learning areas were overly reliant on prepared presentations and worksheets. The following illustrates effective provision in a consortium:

Students had particularly good opportunities for learning. Practical and theoretical aspects of the Diploma were being taught in a well-equipped, purpose-built centre, the local college and a work-based learning provider. The work-based learning provider also ran a children's nursery where students had excellent opportunities to work alongside experienced practitioners.

119. The large majority of the lessons observed provided a good range of learning opportunities, ensuring that all students were challenged. Effective links were made to other units and, in the better lessons, to functional and personal, learning and thinking skills.
120. Written feedback on students' work was detailed, with useful comments on what students needed to do to improve their work. At the time of the visits, arrangements for assessment and moderation were being developed. No clear protocols had been developed to agree how to share information between delivery schools and home schools about students' prior learning or progress.

Curriculum development

121. While all five consortia had established good links with local employers, only three were using employers in delivering learning directly. In these partnerships, students were participating in a range of well-planned visits, supported by learning in the classroom which involved teachers and employers. Students were enthused and motivated by these practical learning opportunities. In two areas, employers were used primarily as visiting speakers, and students had limited opportunity to engage with them. Additionally, in these areas, employers had limited involvement in planning and delivering the learning. The following illustrates effective practice in one consortium.

Learning for one of the consortia took place in the local children's centre, which was co-located with general practitioner and health visiting services. Students benefited from teaching by a range of practitioners from the centre. They observed children of different ages in the centre, enabling them to apply theory to practice. Additionally, very good opportunities were provided for work placements, with the most vulnerable students having placements in a safe and supportive environment. The local community was able to use the dining facilities at the centre, giving students wide-ranging experiences in relating to the general public.

122. In three of the consortia, there were clear arrangements for some learning to take place in related settings, such as hospitals and early years centres. These arrangements included enabling students to have access to the facilities used by higher education students.
123. The range of additional and specialised learning options was limited in all but one of the consortia visited. In this area, foundation level students had already accessed a good range of relevant specialised learning through completing related courses such as NCFE level 1 Mental Health Awareness and ABC Personal Health and Fitness. Students on the higher Diploma would undertake their additional learning in the second year of the course, once the relevant units had been agreed by the Qualifications and Curriculum Authority. Advanced level students were given good support to choose at least one additional A level that would enhance the Diploma, or broaden their progression opportunities. In the other four consortia, additional learning was centred around what the students' home school offered in its GCSE options.
124. Three of the five consortia taught functional skills separately from principal learning. In the two areas where they were being delivered as part of the Diploma, the links to the principal learning were better and students were more positive about functional skills and their relevance to the wider world of work. However, in the other consortia, the learning taking place in the Diploma was not used at the home school and there was no liaison between the subject teachers and those responsible for functional skills.

Leadership and management

125. Strong collaboration and partnership working were features of all the consortia visited. Leaders of the Diploma lines were providing clear focus and direction, supported by regular, planned meetings of all staff delivering the Diploma. All areas had agreed dedicated times for meetings, at least twice monthly. However, while overall collaborative working was strong, particularly in the planning of the Diploma and the sharing of resources, collaboration in teaching was less consistent. In one area, most teaching was provided in the home school, with an afternoon, identified across the schools, for joint teaching and outside speakers. This provided very limited opportunities for students from different schools to meet and share their experiences of learning and also limited the opportunities for team teaching and making the best use of resources, particularly staffing.
126. All the areas had a good range of vocationally relevant resources, supplemented by access to facilities in work settings. One consortium had a purpose-built centre with a good range of specialist equipment, including state-of-the-art diagnostic equipment, hospital beds and early years equipment. Other areas had a suite of rooms, allocated in either a school or a college, that provided a range of simulated experiences such as arthritis and visual impairment. Two consortia had good use of a simulated court, where students could participate in a range of activities related to the judiciary.

Notes

The report is based on visits to 23 14–19 consortia between September 2008 and March 2009. This was out of a total of 146 consortia involved in this first phase of introduction of the Diplomas. The consortia varied in size from those made up of several schools and a local further education college to others that included all the schools and colleges in a local authority. The consortia were in a variety of urban, suburban and rural areas.

In each consortium, Her Majesty's Inspectors and Additional Inspectors visited a sample of schools and colleges and, where they were involved, work-based learning organisations and local authority skills centres. In total, 44 secondary and special schools, 22 further education and sixth-form colleges, and 13 employers or work-based training providers were visited. Visits were also made to eight local authority skills or learning centres.

During the visits, inspectors observed teaching and learning in the Diplomas and in functional skills. They met managers, staff and groups of students to discuss the implementation of the new courses and wider aspects of 14–19 development. In most of the areas, they also held discussions with officers from the local authority and, in some, they met representatives from the Learning and Skills Council and local employers.

Further information

Publications by Ofsted

Ofsted publishes a wide range of reports on subjects and aspects of education. The following list features a selection of reports published since 2005.

Implementation of 14–19 reforms: an evaluation of progress (070258), Ofsted, 2008; available from www.ofsted.gov.uk/publications/070258.

The Key Stage 4 curriculum: increased flexibility and work-related learning (070113), Ofsted, 2007; available from www.ofsted.gov.uk/publications/070113a.

The Young Apprenticeships Programme 2004–07: an evaluation (070032), Ofsted, 2007; available from www.ofsted.gov.uk/publications/070032a.

The contribution made by centres of vocational excellence to the development of vocational work in schools (070058), Ofsted, 2007; available from www.ofsted.gov.uk/publications/070058.

Developing a coherent 14–19 phase of education and training (HMI 2442), Ofsted, 2005; available from www.ofsted.gov.uk/publications/2442a.

The Key Stage 4 curriculum: increased flexibility, work-related learning and Young Apprenticeship programmes (HMI 2478), Ofsted, 2005; available from www.ofsted.gov.uk/publications/2478a.

Relevant websites

Department for Children, Schools and Families
www.dcsf.gov.uk/14-19

Qualifications and Curriculum Authority
www.qca.org.uk/14-19

Learning and Skills Council
www.lsc.gov.uk

Annex

Consortia and providers visited for this survey

14–19 consortia

Barnsley Consortium
Bolton Consortium
Calderdale Partnership
Campus Luton
East Northamptonshire Partnership
Furness, Cumbria
Hammersmith and Fulham Consortium
Hull 14–19 Partnership
Kingswood 14–19 Partnership, South Gloucestershire
Knowsley 14–19 Collegiate
Medway Partnership
North Suffolk Partnership
North Tyneside Partnership
Nottingham City
Plymouth
Salford Partnership
Sunderland Partnership
Tamworth Consortium, Staffordshire
The Hub, Tower Hamlets
The Learning Trust, Hackney
Wandsworth 14–19 Partnership
West Wiltshire
Wolverhampton

Schools

Aldersley High School, Wolverhampton
All Saints Catholic High School, Knowsley
Bigwood School & Enterprise College, Nottingham
Bow School of Maths and Computing, Tower Hamlets
Brooksbank School, Halifax
Cardinal Pole Roman Catholic School, Hackney
Chatham South School, Medway
Churchill Community College, North Tyneside
Colton Hills Community School, Wolverhampton
Devonport High School for Boys, Plymouth
Downend Comprehensive School, South Gloucestershire
Edward Sheerien School, Barnsley
Ernest Bevin School, Wandsworth
Greenacre School, Medway
Halewood College, Knowsley
Hanham School, South Gloucestershire

Hipperholme and Lightcliffe High School, Calderdale
 Kingsfield School, South Gloucestershire
 Kirk Balk School, Barnsley
 Leiston Community High School, Suffolk
 Mangotsfield School, South Gloucestershire
 Matravers School, Wiltshire
 Newland School for Girls, Hull
 Norham Community Technology College, North Tyneside
 Oakwood High School, Salford
 Phoenix High School, Hammersmith & Fulham
 Rastrick High School, Halifax
 Rivington and Blackrod High School, Bolton
 Sandhill View School, Sunderland
 Sir Bernard Lovell High School, South Gloucestershire
 Sir John Cass Foundation and Redcoat Church of England Secondary School, Tower Hamlets
 Southfields Community College, Wandsworth
 St Boniface RC College, Plymouth
 St Edmund Arrowsmith Catholic High School, Knowsley
 St Laurence School, Wiltshire
 St Peter's Collegiate Church of England School, Wolverhampton
 Stoke Newington School, Hackney
 Swanlea School, Tower Hamlets
 The Ferrers Specialist Arts College, Northamptonshire
 The Grange School, South Gloucestershire
 The Hundred of Hoo School, Medway
 Thorncliffe School, Cumbria
 Turton High School Media Arts College, Bolton
 Walkden High School, Salford

Further education sector colleges

Barnfield College, Luton
 Barnsley College
 Barrow in Furness Sixth Form College
 Blackburn College
 Bolton Community College
 BSix Brooke House Sixth Form College, Hackney
 Calderdale College
 Castle College, Nottingham
 City College, Plymouth
 City of Bristol College
 Ealing, Hammersmith and West London College, Hammersmith & Fulham
 Eccles College, Salford
 Furness College, Cumbria
 Hackney Community College
 Hull College

Knowsley Community College
Lowestoft College
Luton Sixth Form College
Mid-Kent College of Higher and Further Education
Pendleton College, Salford
South Thames College
Tyne Metropolitan College

Employers and work-based learning providers

Assault Glider Trust, RAF Shawbury
Barnardos, North Tyneside
City Learning Centre
Confetti Training
Furness Hospital
G&J Seddon Ltd, Bolton
Huyton Test Model Environment, Knowsley
Jaguar and Landrover Cars, Halewood
Kingwood City Learning Centre, Hammersmith
Rechere, Wandsworth
Riverside Children's Centre, North Tyneside
The Learning Trust
The Take 2 Centre, Barnsley

Local authority skills and learning centres

Barnsley Skills Centre
e-Learning Centre, Luton
Harraton Skills Centre, Sunderland
Kingwood City Learning Centre, Hammersmith & Fulham
North Suffolk Skills Centre
Pallion Skills Centre, Sunderland
St Robert's City Learning Centre, Sunderland
Wandsworth City Learning Centre