

Professional Development Directory

14-19 education and skills

Improving choice
Improving chances

July 2007

department for
children, schools and families

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Introduction

This Professional Development Directory has been sent initially to consortia leads; we ask you to pass it on to leaders and managers in your consortium to aid them in organising continuous professional development (CPD) both for themselves and for the staff that work in their institutions.

Consortia preparing to deliver the first five Diplomas from September 2008 are leading the way in a significant reform programme. This means embedding new ways of working, creating stimulating curriculum plans, directing learner choices and working out what delivery looks like in the local area.

In addition to the Diplomas and functional skills, there are a number of other changes to the 11-19 curriculum from September 2008, including the new secondary curriculum, revised GCSEs and A levels, as well as new professional standards for the Further Education (FE) workforce.

In this directory, we want to provide you with an overview of the changes across the 11-19 age range and how the supporting CPD opportunities fit together.

Professional development is a high priority in our plans, and we know from conversations with you that you are thinking carefully about it too.

We have worked closely with awarding bodies to design a CPD package for the 11-19 reforms and with the Diploma Development Partnerships (DDPs) specifically on the Diplomas.

This ensures that the content of the support and training you receive is coherent. The support offered centrally will be complemented by what is offered by awarding bodies on qualification specific training, and by DDPs on employer engagement.

You will also be aware that the work of the Department for Education and Skills has now been split between the new Department for Children, Schools and Families (DCSF) with Secretary of State Ed Balls, and the Department for Innovation, Universities and Skills (DIUS), with Secretary of State John Denham.

We would like to assure you that this change will not detract from our plans toward Diploma delivery in 2008. We are working closely with colleagues across government departments. The changes in 2008 are on track and remain a high priority for both Departments.

Finally, we expect all staff who will be teaching new qualifications, and in particularly Diplomas and functional skills, to prioritise the CPD being provided centrally, as it provides a vital knowledge base for accessing further support and training. As you work with your staff to identify who should attend training for these reforms, we suggest that this is worked out at both institution and consortium level. We also recommend that different members of staff lead on training for each reform, where this is possible, for greater manageability at institution level.

In 07/08, an additional inset day is being made available to secondary schools to plan for the 11-19 reforms. Please contact DCSF for more details.

How to use the Professional Development Directory

The directory is intended for use in a number of ways:

By leaders and managers:

- to understand the full scope of the reforms and plan and prioritise their delivery through the curriculum;
- to identify the right members of staff to be trained and ensure that training is accessed;
- to consider your own training and development needs and what tools you can access to drive change in your institutions.

The following sections will be of particular relevance to leaders and managers:

- Checklist for leaders and managers;
- 11-19 Reforms at a glance;
- leaders and managers support packages in the directory.

By teachers and practitioners:

- as a single point of reference for central training and support, to build into existing local CPD arrangements;
- to tailor training needs and network with other staff to share good practice; and
- to gain an overview of 11-19 reforms and understand the roles of the key players involved.

The following sections will be of particular relevance to teachers and practitioners:

- Checklist for practitioners;
- 11-19 reforms at a glance;
- The national organisations involved in delivering the 11-19 reforms;
- Directory listings detailing support and training for practitioners.

By support staff and exams officers:

- to understand the implications of the reforms for your role; and
- to help ensure that the administrative aspects of delivering the reforms are considered and built into local delivery plans.

The following sections will be of particular relevance to support staff and exams officers:

- Checklist for exams officers;
- The national organisations involved in delivering the 11-19 reforms;
- Directory listings detailing support for exams officers and support staff.

This directory can be accessed online at www.dcsf.gov.uk/14-19. We welcome feedback from you on this document. Please email 14-19@dcsf.gsi.gov.uk with your comments.

Introduction of the reforms – timeline

	07/08	08/09	09/10	10/11
→ Diplomas		First teaching of first five Diploma lines	First teaching of second five Diploma lines	First teaching of final four Diploma lines
→ Functional skills	Functional skills pilot - year 1 (up to 1200 centres)	Functional skills pilot - year 2	Functional skills pilot - year 3	First teaching of English, mathematics, and ICT functional skills, (all secondary schools)
→ New secondary curriculum key stage 3 (KS3) and key stage 4 (KS4)		First teaching of new KS3 curriculum (all secondary schools)	First teaching of KS4 curriculum including PE, citizenship, RE, and PSHE (all secondary schools)	First teaching of KS4 curriculum including English, mathematics, and ICT (all secondary schools)
→ A levels and extended project		First teaching of new A levels (11-19 schools only) First teaching of extended project optional for (11-19 schools)		
→ GCSEs			First teaching of new GCSEs excluding English, mathematics, ICT, and science (all secondary schools)	First teaching of GCSEs English, mathematics, and ICT with functional skills (all secondary schools)
→ Foundation Learning Tier (FLT)	Pre-16 trialling in schools of an entry level pathway	FLT trial-year 1	FLT trial-year 2	Implementation of progression pathways
→ International Baccalaureate (IB)				Every Local Authority (except in London) has one institution offering the IB

The 11-19 reforms – at a glance

The aim of these reforms is to develop an education system that prepares young people for success in life, improving their life chances, our economy and our society. The 11-19 reforms are designed to give learners:

- more engaging learning choices;
- highly valued and relevant qualifications that recognise their talents;

- mastery of English, mathematics and information communication technology (ICT), including how to apply these;
- new opportunities that enable progression to work, or to further or higher education.

This is the vision that drives these changes to 11-19 education.

S Schools **FE** Further Education **S/FE** Schools and Further Education

→ A level reform S/FE	→ Diplomas S/FE	→ Diplomas continued
<p>WHAT? Changes to A level specifications. These include moving from six to four units in most subjects and introducing more challenging and open-ended questions, enabling students to achieve A* grades.</p> <p>WHY? The new A levels will reduce the burden of assessment and introduce greater stretch for the most able students.</p> <p>WHEN? First teaching in September 2008.</p> <p>SUPPORT AVAILABLE, AND BY WHO By awarding bodies</p> <p>WHERE TO FIND OUT MORE. www.qca.org.uk</p>	<p>WHAT? New qualifications for 14-19 year olds that will combine theoretical and applied learning, functional skills and learning based around industry sectors. They will sit alongside, and may incorporate A levels and GCSEs. Diplomas will be available at three levels:</p> <ul style="list-style-type: none"> • Level 1, equivalent* to 4-5 GCSEs • Level 2, equivalent* to 6-7 GCSEs • Level 3, equivalent* to 3 A levels <p><small>* Equivalent in terms of teaching hours.</small></p> <p>Diplomas at all levels will incorporate:</p> <p>Principal learning – this will develop knowledge, understanding and skills relevant to a broad economic sector, using realistic contexts and leading edge sector relevant materials.</p> <p>Additional/specialist learning – this will allow learners to tailor their programme according to their interests and aspirations and may include further specialisation, or complementary studies.</p> <p>Generic learning – this will ensure that all Diploma students cover common skills essential to successful learning and future employment. It includes personal learning and thinking skills, a project, work experience and functional mathematics, English and ICT. Generic learning will often be embedded across the principal learning of the Diploma.</p> <p>Diplomas will be available in 14 industry sectors, or lines of learning.</p>	<p>WHY? Diplomas will give young people the skills, knowledge and understanding they need to progress from one level of achievement to the next, from school or college to further or higher education and ultimately to adult and working life.</p> <p>WHEN? Phased introduction through a Diploma Gateway process:</p> <p>September 2008 First teaching of first five lines of learning</p> <p>September 2009 First teaching of second five lines of learning</p> <p>September 2010 First teaching of final four lines of learning</p> <p>September 2013 National entitlement will ensure that every young person has access to all 14 lines of learning in any local area.</p> <p>SUPPORT AVAILABLE, AND BY WHO Face to face training and online materials must be accessed by anyone teaching Diplomas from September 2008.</p> <p>Support is co-constructed with input from consortia to tailor training to their specific needs.</p> <p>WHERE TO FIND OUT MORE www.dcsf.gov.uk/14-19</p>

→ Extended project S/FE	→ FE workforce reforms FE	→ Foundation Learning Tier S/FE
<p>WHAT? A new level 3 qualification involving independent research and planning. Extended projects will be available as standalone qualifications to be studied alongside A levels and will be a component of level 3 Diplomas.</p> <p>WHY? Extended projects will help candidates develop and test their learning and thinking skills.</p> <p>WHEN? September 2006 Pilots began</p> <p>September 2008 First teaching of extended project</p> <p>SUPPORT AVAILABLE, AND BY WHO By awarding bodies</p> <p>WHERE TO FIND OUT MORE www.qca.org.uk</p>	<p>WHAT? Changes to training and development of Further Education and Learning and Skills workforce in three main areas:</p> <ul style="list-style-type: none"> • Initial Teacher Training (ITT) • Continuous Professional Development (minimum 30 hours per academic year) • Principals' qualifications <p>They affect the whole FE sector, including those delivering FE provision through contracts or funding agreements in work-based, adult and community learning.</p> <p>WHY? To equip the FE workforce with the right skills to support the 14-19 curriculum.</p> <p>Through ITT: to ensure that all new members of the workforce meet a minimum standard.</p> <p>Through CPD and registration: to ensure teachers are appropriately qualified and maintain their professional standing.</p> <p>Through principals' qualifications: to ensure they meet the standards expected of leaders.</p> <p>WHEN? September 2007 Regulations come into force</p> <p>September 2010 Fully qualified FE workforce or working towards a qualification</p> <p>SUPPORT AVAILABLE, AND BY WHO Online guidance and support available www.lluk.org</p> <p>WHERE TO FIND OUT MORE www.lluk.org/roadmap/index.html</p>	<p>WHAT? New progression pathways focusing on the skills and learning needed for progression from entry and level 1 to level 2.</p> <p>WHY? To improve achievement at entry and level 1 and ensure progression opportunities are available to propel learners to level 2.</p> <p>WHEN? September 2006 onwards Trialling of FLT</p> <p>September 2010 Implementation of progression pathways</p> <p>WHERE TO FIND OUT MORE www.qca.org.uk/qca_8153.aspx</p>

The 11-19 reforms – at a glance

→ Functional Skills S/FE	→ GCSE reform S/FE	→ Information, Advice and Guidance S/FE
<p>WHAT? Practical skills in English, mathematics and ICT. New functional skills qualifications will be embedded within GCSEs in English, mathematics and ICT, and will be an integral part of Diplomas and apprenticeships. They will also be available as stand-alone qualifications.</p> <p>WHY? Functional skills qualifications will ensure all learners gain the skills needed to operate confidently, effectively and independently in life. All learners taking Diplomas will need to access functional skills teaching and assessment.</p> <p>WHEN? September 2006 Functional skills trial runs in a small number of institutions for one year.</p> <p>September 2007 First year of functional skills pilot. Up to six centres in each Diploma consortium will take part in the delivery and assessment of functional skills through the pilot along with a range of FE institutions, adult skills centres and post-16 training providers.</p> <p>September 2008 Second year of pilot</p> <p>September 2009 Third year of pilot</p> <p>September 2010 First teaching of new English, mathematics and ICT GCSEs</p> <p>SUPPORT AVAILABLE, AND BY WHO Face to face training and supporting materials must be accessed by anyone teaching functional skills from September 2007</p> <p>WHERE TO FIND OUT MORE Email functionalskills@qca.org.uk</p>	<p>WHAT? Changes to GCSE specifications. These include embedding functional skills into English, mathematics and ICT, moving to two tier mathematics, new science GCSEs and reducing or removing coursework in many subjects.</p> <p>WHY? The new GCSEs will meet the needs of today's learners and ensure that coursework is used appropriately.</p> <p>WHEN? September 2006 First teaching of two-tier mathematics First teaching of new science GCSEs</p> <p>September 2007 Pilots of new English, mathematics and ICT GCSEs incorporating functional skills.</p> <p>August 2008 First awards for two-tier mathematics and new science GCSEs.</p> <p>September 2008 GCSE specifications reflecting revised coursework requirements available in all subjects including English, mathematics and ICT.</p> <p>September 2009 First teaching of GCSEs with revised coursework requirements in all subjects.</p> <p>September 2010 First teaching of new English, mathematics and ICT GCSEs incorporating functional skills.</p> <p>SUPPORT AVAILABLE, AND BY WHO By awarding bodies</p> <p>WHERE TO FIND OUT MORE www.qca.org.uk</p>	<p>WHAT? An impartial service providing accurate, up-to-date and objective information on opportunities, progression routes and choices. Supports young people to make informed choices.</p> <p>WHY? IAG helps young people to become more self-reliant and better able to manage their personal and career development and learning.</p> <p>WHEN? July 2007 Online CPD package available Quality Standards published</p> <p>September 2007 SSAT lead practitioners will offer a regional focus for generating and sharing good practice in IAG.</p> <p>SUPPORT AVAILABLE, AND BY WHO Support for IAG professionals through SSAT Lead Practitioner Networks.</p> <p>See page 37 for more information</p> <p>WHERE TO FIND OUT MORE www.iagworkforce.co.uk www.cegnet.co.uk</p>

→ International Baccalaureate **S/FE**

WHAT?

A challenging two year curriculum, primarily aimed at students aged 16 to 19. It has three core requirements:

- extended essay
- theory of knowledge
- creativity, action and service.

The IB leads to a qualification that is widely recognized by higher education institutions internationally.

WHY?

To offer more choice in post-16 qualifications.

WHEN?

September 2010

Every Local Authority (except London) will have at least one maintained institution offering the IB.

SUPPORT AVAILABLE, AND BY WHO

Through the International Baccalaureate Organisation (IBO).

WHERE TO FIND OUT MORE.

www.ibo.org/diploma

→ New Secondary Curriculum **S**

WHAT?

A new secondary curriculum with:

- less prescription over the detail of subject content;
- a sharper focus on the essential concepts, skills and practical applications of subjects;
- clearer links across subjects and between schools and the wider community;
- more emphasis on the development of personal and life skills such as initiative, enterprise, ability to work in teams, and the capacity to learn independently.

WHY?

To give teachers more time and space to personalise their teaching.

To ensure that all pupils master the basics in English and mathematics, and have opportunities to pursue particular interests and aptitudes.

To help schools and young people to make connections between the subjects and to view the curriculum as a whole.

Help young people understand the unique contribution each subject makes to their learning.

To develop essential practical and personal life skills alongside their subject knowledge.

WHEN?

September 2007

The new secondary curriculum will be available to schools for planning purposes.

September 2008

The key stage 3 curriculum is phased in over a three year period, becoming statutory for year 7 pupils in September 2008.

September 2009

Key stage 3 curriculum will apply to all year 7 and year 8 pupils. Changes to the key stage 4 curriculum begin rolling out.

September 2010

Key stage 3 curriculum will apply across years 7, 8 and 9.

→ New Secondary Curriculum continued

SUPPORT AVAILABLE, AND BY WHO

Ongoing support available from September 2007 onwards. See page 39 below for details.

WHERE TO FIND OUT MORE

www.qca.org.uk/curriculum

Checklist

Leaders and managers

What we are asking of leaders in all institutions:

- to build a positive ethos around the reforms and to direct how they will be planned for in the curriculum;
- to allow time for relevant staff members to attend and cascade training and plan implementation in your consortium, both for curriculum and administration; and

- to review opportunities available and to develop skills for collaborative leadership and change management.

In addition, for the FE workforce requirements, we are asking FE leaders to:

- brief their staff of the new requirements and put systems in place to ensure new and existing staff are qualified according to the new regulations.

→ When	Activities for those delivering Diplomas	Which reform?
→ Jul 07	Look out for the new CEL/NCSL publication outlining the offer of support available to you. This will be posted to you and available online.	Diplomas
→ Jul-Sep 07	Contact from CEL/NCSL to discuss your consortium's requirements for support.	Diplomas
→ Jul-Sep 07	Register for the CEL/NCSL coaching programme either as an individual, or a team, or to take part in an action learning group.	Diplomas
→ Sep 07	Contact CEL/NCSL to discuss how organisational development support could help you.	Diplomas
→ Sep 07	Make sure you have registered for the CEL/NCSL leaders and managers Virtual Learning Environment (VLE) to access online learning.	Diplomas
→ Sep 07	Book onto CEL/NCSL regional seminars.	Diplomas
→ Sep 07	Apply to CEL/NCSL for support to develop an innovative project and gain access to resource and funding.	Diplomas
→ Sep 07	Register your interest in taking part in a CEL/NCSL leadership exchange either as an individual or as part of a team.	Diplomas
→ Sep-Dec 07	Work with CEL/NCSL to plan a workshop for your consortium or a group of consortia in your region.	Diplomas
→ Sep-Mar 08	Take part in a CEL/NCSL coaching programme either as an individual or team.	Diplomas
→ Oct 07	Attend CEL/NCSL regional seminars.	Diplomas

→ When	Activities for those delivering 14-19 reforms	Which reform?
→ Oct 07-Mar 08	Consider carrying out an innovative project with CEL/NCSL.	Diplomas
→ Oct 07-Mar 08	Take part in a CEL/NCSL leadership exchange	Diplomas
→ Jan 08	Access online learning modules in the CEL/NCSL VLE.	Diplomas
→ Feb 08	Access case studies on innovative practice in the CEL/NCSL VLE.	Diplomas
When	Activity	Which reform?
→ Sep 07	Ensure functional skills teaching is integrated into schemes of work.	Functional Skills
→ Sep 07	Ensure subject leads in English, mathematics and ICT have accessed days 1 and 2 of training. Contact Secondary National Strategies if you have further CPD requirements.	Functional Skills
→ Oct 07 and Feb 08	Ensure subject leads in English, mathematics and ICT have accessed days 3 and 4 of training.	Functional Skills
When	Activities for those delivering FE workforce reforms	Which reform?
→ Aug 07	Read the full regulations when they are published.	FE Reforms
→ Sep 07	Brief staff of the new requirements for the FE workforce and professional standards.	FE Reforms
→ Sep 07	Put systems in place to ensure new and existing staff are qualified according to the new regulations.	FE Reforms
→ Sep 07	Update internal courses, training, contracts and HR policies to take account of new regulatory requirements.	FE Reforms
→ Sep 07 onwards	Visit the LLUK and Institute for Learning (IfL) websites regularly for updates on ITT, CPD and professional registration.	FE Reforms
When	Activities for those delivering the new secondary curriculum	Which reform?
→ Jul 07	Register online for DCSF 11-19 conferences.	11-19 curriculum reforms
→ Sep 07	Read and cascade updated programmes of study and guidance materials from QCA website.	New secondary curriculum
→ Sep 07	Look out for further updates on training and support for the new secondary curriculum in Teachers' Magazine.	New secondary curriculum

Checklist

Teachers and Practitioners

What we are asking of practitioners:

- to teach the new curricula;
- to develop and share practice across consortium;
- to link with networks already in place;
- to make use of Advanced Skills Teachers' experience.

In addition, for the FE workforce requirements, we are asking practitioners in the FE sector to:

- familiarise themselves with the new professional standards and what support is available to them; and
- seek the correct route to become qualified under the new regulations where this is applicable.

When	Activities for those delivering Diplomas	Which reform?
→ Jul 07	Agree with other members of staff how you will access CPD and training for Diplomas.	Diplomas
→ Jul 07 onwards	Use Training Needs Analysis tool to assess your skills and development needs.	Diplomas
→ Jul 07-Sep 07	Contact from SSAT/QIA regional Diploma co-ordinators to identify training needs and ensure coherence with local CPD plans.	Diplomas
→ Jul 07-Sep 07	Book onto day 1 of SSAT/QIA training.	Diplomas
→ Sep 07	Support staff should conduct the Training Needs Analysis for support staff and follow up identified development needs.	Diplomas
→ Sep 07 onwards	Access online materials via Virtual Learning Environment (VLE).	Diplomas
→ Sep 07	Attend SSAT/QIA training day 1 (Sept– Dec 07).	Diplomas
→ Sep 07	Book onto day 2 of SSAT/QIA training.	Diplomas
→ Oct 07	Attend SSAT/QIA training day 2 (Oct – Dec 07).	Diplomas
→ Jan 08	Attend SSAT/QIA Training day 3 (Jan – Mar 08).	Diplomas
→ Jan 08	Access ongoing support programme through SSAT Lead Diploma Practitioners.	Diplomas
→ Jan 08	Consider joining a network, or use existing networks to tackle delivery issues.	Diplomas
→ Feb 08	Agree guidelines for assessment to ensure common quality assurance standards.	Diplomas
→ Feb 08	Book onto day 3 of SSAT/QIA training.	Diplomas
→ Feb 08	Agree guidelines for assessment to ensure common quality assurance standards.	Diplomas

When	Activities for practitioners delivering functional skills	Which reform?
→ Jun-Jul 07	Attend days 1 and 2 of functional skills training. If this has not been arranged, contact Secondary National Strategies.	Functional Skills
→ Jul-Sep 07	Book onto day 3 of functional skills training through your Local Authority.	Functional Skills
→ Jul-Sep 07	Plan your functional skills training.	Functional Skills
→ Sep 07	Ensure functional skills teaching is integrated into schemes of work.	Functional Skills
→ Sep 07	Managing delivery and teaching and learning materials packs for functional skills available on line.	Functional Skills
→ Oct 07	Attend day 3 of functional skills training.	Functional Skills
→ Dec/Jan 07	Book onto day 4 of functional skills training through your Local Authority.	Functional Skills
→ Feb 08	Attend day 4 of functional skills training.	Functional Skills
When	Activities for the new secondary curriculum	Which reform?
→ Jul 07	Register online for DCSF 11-19 conferences.	11-19 curriculum reforms
→ Sep 07	Read and cascade updated programmes of study and guidance materials from QCA website.	New secondary curriculum
→ Sep 07	Look out for further updates on training and support for the new secondary curriculum in Teachers' Magazine.	New secondary curriculum
When	Activities for the FE workforce	Which reform?
→ Sep 07	Read and understand new professional standards and what they will mean for you.	FE Reforms
→ Sep 07	Access guidance and support.	FE Reforms
→ Sep 07	Work up a training plan that will ensure you meet the new standards.	FE Reforms
→ Sep 07	Contact your awarding institution to discuss delivery and assessment programmes for the new qualifications.	FE Reforms
→ Sep 07	Ensure practitioners' ongoing CPD plans reflect national and local priorities.	FE Reforms
→ Sep 07 onwards	Visit the LLUK and IfL websites regularly for updates on ITT, CPD and professional registration.	FE Reforms

Checklist

Exams officers

By when	Activity	Which reform?
→ Jul 07	Confirm your attendance at one of the 14-19 conferences in the autumn term.	14-19 Reforms
→ Sep 07	Access face to face support from your centre support officer.	14-19 Reforms
→ Sep 07	Establish or join a network of exams officers in your consortia to aid planning at consortia level.	14-19 Reforms
→ Sep-Nov 07	Read the NAA 'Essential guide to 14-19 reforms' and use it in your planning.	14-19 Reforms
→ Oct-Nov 07	Discuss your learning from the conference with your line manager and leadership team and begin planning the implementation of the 14-19 reforms.	14-19 Reforms
→ Feb 08	Access good practice by visiting other exams office staff in exemplar centres.	14-19 Reforms
→ From Feb 08	Attend a Diploma readiness workshop.	14-19 Reforms
→ From Apr 08	Attend a Diploma administration workshop and access additional guidance on diploma qualifications.	14-19 Reforms

The national organisations involved in delivering the 11-19 reforms

The 11-19 reforms are being delivered through close work with a group of national organisations with significant expertise in 11-19 education. These organisations are delivering excellent professional development packages, often tailored to the needs of those delivering the reforms.

Further support that is specific to the qualifications will be made available by awarding bodies and by Diploma Development Partnerships for each line of learning.

Awarding bodies	Award qualifications. Support consortia with qualification specific guidance and training. Role in evaluation of new qualifications. Awarding bodies will contact consortia directly regarding their CPD offers.
Department for Children, Schools and Families (DCSF) and Department for Innovation, Universities and Science (DIUS)	Sets the overarching policy for delivery and works with key delivery partners to implement reforms.
DCSF/DIUS workforce partners Training and Development Agency (TDA), Lifelong Learning UK (LLUK), National College for School Leadership (NCSL), Centre for Excellence in Leadership (CEL), Quality Improvement Agency (QIA), Specialist Schools and Academies Trust (SSAT), Secondary National Strategies (SNS) and the National Assessment Agency (NAA)	Team of organisations with expertise in school and FE education, who are providing guidance, CPD training and materials and networking opportunities across the 11-19 reforms. More information about training and CPD opportunities for leaders, practitioners, support staff and exams officers is available in the directory listings from page 15 onwards.
Diploma Development Partnerships (DDPs)	Led by Sector Skills Councils, they also represent Further and Higher Education institutions, schools and awarding bodies, to specify the Diploma content. DDPs play a continuing role in supporting consortia with employer engagement and have a key role in the Gateway process.
Employers	Provide insight into industry for practitioners and young people through placements or learning sessions.
Qualification and Curriculum Authority (QCA)	QCA accredits and monitors qualifications and works with awarding bodies to develop new specifications. They are also supporting delivery of the new curriculum through guidance, advice and support.
Unions	Provide advice to DCSF and DIUS on workforce support attached to new reforms. Communicate developments on 11-19 changes to members.

Directory Listings – Diplomas

The directory provides more details of the CPD available to support the 11-19 changes. You can use it to access the support that is most relevant to your role in the institution and the reforms for which you are responsible.

Leaders **Managers** **Practitioners** **Support Staff**

WHO IS IT FOR?	WHAT'S AVAILABLE?	SUMMARY OF WHAT IS COVERED	WHAT SORT OF SKILLS DO I NEED?	OUTCOME/BENEFIT
→ Leaders and managers	Virtual learning environment (VLE)	A central point to network, share good practice and learn online. Topics include: online debates hot-seats discussions downloadable information learning modules in collaborative leadership, diversity competence units and quality assurance.	Basic understanding of how to use online systems.	Networking on a national basis. Can be accessed at any time. Access to key publications in one place.
→ Leaders and managers	Regional seminars	Regional one day seminars held termly for leaders and managers to develop solutions to key challenges being faced Topics include: working with employers planning CPD links with HE		Seminars will encourage regional learning communities and enable leaders and managers to network and find solutions to the issues they are facing.
→ Leaders and managers	Coaching programme and action learning	Coaching can be accessed either as an individual, a team or as action learning in small groups. The programme is bespoke and provides leaders at every level the opportunity to learn, reflect and take action to implement the new Diplomas.		An opportunity to work through the issues around delivering complex reforms by focusing on key priorities, generating ideas and actions to overcome these and increasing collaborative working. Coaching and action learning can make 14-19 partnerships more effective by creating a shared vision and generating help and support.

□ Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
<p>Register for a username and password at either www.ncsl.org.uk/14-19 or www.centreforexcellence.org.uk/14-19</p>	<p>Flexible – determined by the individual and consortium’s needs.</p>	<p>Apply learning to the development of leadership skills in the consortium, and CPD in general.</p>	<p>Sep 07 – online resources and debates Jan 08 – online learning modules</p>	<p>Register and apply now at: www.ncsl.org.uk/14-19 or www.centreforexcellence.org.uk/14-19</p>
<p>Invitations will be sent out termly to leaders in consortia. Places are allocated on a first come first served basis.</p> <p>Attendance can be either as individuals, within consortia or institutional teams.</p>	<p>Each seminar will be a one day event and there will be one per region per term.</p>	<p>Leaders and managers are encouraged to voluntarily maintain relationships with other consortia within their region and build a learning community.</p>	<p>Seminars will take place in: Jul 07 Oct 07 Mar 08</p>	<p>Details of registrations at www.ncsl.org.uk/14-19 or www.centreforexcellence.org.uk/14-19</p>
<p>Consortia will nominate a central contact who has a strategic role across the consortia.</p>	<p>Face to face coaching and action learning sets – blocks of six sessions with telephone and email contact between sessions.</p> <p>One to one telephone coaching for individuals; one face to face session followed by five telephone sessions and email access.</p>	<p>No commitment after end of sessions although may choose to carry on with action learning group on a voluntary basis.</p>	<p>Available now</p> <p>Applications are accepted on an ongoing basis until December 07.</p>	<p>Please contact the lead consultant for this programme to discuss your needs.</p> <p>Details can be found on www.ncsl.org.uk/14-19 or www.centreforexcellence.org.uk/14-19</p>

Directory Listings – Diplomas

Leaders

Managers

Practitioners

Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE?	SUMMARY OF WHAT IS COVERED	WHAT SORT OF SKILLS DO I NEED?	OUTCOME/BENEFIT
<p>→ Leaders and managers</p>	<p>Workshops</p>	<p>Workshops will bring together leaders and managers either in a consortium or across consortia to address leadership needs.</p> <p>Workshops will be tailored to attendees' learning needs.</p>		<p>A secure and confidential environment to explore issues.</p> <p>Workshops offer consortia support to work together over a flexible amount of time (residential or non-residential) to address an identified leadership learning need.</p>
<p>→ Leaders and managers</p>	<p>Leadership exchange</p>	<p>Leadership exchange provides leaders and managers with an opportunity to go outside their current setting and observe in other 14-19 consortia.</p> <p>You will then host leaders and managers from the consortium with which you are partnered.</p> <p>Available to both individuals and groups.</p>		<p>Learn from other consortia, develop relationships with leaders and managers outside of own consortium or region. Share learning beyond own consortium.</p>
<p>→ Leaders and managers</p>	<p>Innovative projects</p>	<p>Access leading practice in the 14-19 system in an exciting and dynamic way.</p>		<p>Innovative projects are tailored to learning needs, so are a flexible and imaginative way to learn.</p>

□ Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
<p>Contact the team by email with your requirements and devise a strategy for addressing learning needs with a consultant.</p> <p>Email the CEL/NCSL team at: 14-19@ncsl.org.uk or 14-19@centreforexcellence.org.uk</p>	<p>Allow time before the workshops to discuss requirements with CEL/NCSL consultants.</p> <p>One day workshop or 24 hour residential</p>	<p>Embed results of the learning within the consortium.</p>	<p>Available from now onwards for workshops to be delivered during autumn and spring terms.</p>	<p>www.ncsl.org.uk/14-19 or www.centreforexcellence.org.uk/14-19</p>
<p>Contact the CEL/NCSL team to discuss further.</p>	<p>Before the exchange, up to one hour to discuss requirements and arrange visit. Exchange visit – two days (one day visit, one day host).</p> <p>Time following visits to reflect on learning and complete evaluation.</p>	<p>Report back to the CEL/NCSL team on learning so that this can be shared within the VLE for other leaders and managers to access.</p>	<p>Contact the CEL/NCSL team now to discuss. Exchange to be carried out in the autumn term. Registration forms to go live over summer.</p>	<p>www.ncsl.org.uk/14-19 or www.centreforexcellence.org.uk/14-19</p>
<p>Contact the CEL/NCSL team to discuss further. Application forms for funding will be launched in September 07 so that projects can be carried out over the autumn and spring terms.</p>	<p>Time commitments are dependent on the nature of individual projects.</p> <p>Time should also be factored in for an initial discussion of requirements, and a follow up session to evaluate learning and disseminate outcomes to others.</p>	<p>Report back to the CEL/NCSL team on learning so that this can be shared within the VLE for other leaders and managers to access.</p>	<p>Contact the CEL/NCSL team now to discuss requirements. Registration forms to go live over summer.</p>	<p>www.ncsl.org.uk/14-19 or www.centreforexcellence.org.uk/14-19</p>

Directory Listings – Diplomas

Leaders

Managers

Practitioners

Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE?	SUMMARY OF WHAT IS COVERED	WHAT SORT OF SKILLS DO I NEED?	OUTCOME/BENEFIT
<p>→ Leaders and managers in 14-19 consortia or institutions within a consortium.</p>	<p>Organisational development and change management</p>	<p>A consultancy style programme of support, tailored to help you work towards the culture you will need to deliver the new 14-19 diplomas. Focus collective effort on key priorities and issues; engage stakeholders in delivering the vision; develop a change management 'journey' and track progress; develop more collaborative and effective partnerships; and identify and resolve conflicting views and priorities.</p>		<p>Build strong partnerships and networks at all levels and benefit from external expert facilitation when required.</p>
<p>→ Leaders and managers</p>	<p>Collaborative leadership learning module</p>	<p>Collaborative leadership focuses on helping leaders and managers to develop, and excel in, the more collaborative leadership which is demanded by the 14-19 reforms.</p>		<p>Develop knowledge and understanding of principles of collaborative leadership, including behaviours, emotional intelligence, the capacity to lead change and build a community of practice.</p> <p>Access to online networks and use of an individual learning plan and reflective learning journal.</p>
<p>→ Leaders, managers and practitioners</p>	<p>VLE materials</p>	<p>CPD resources contextualised in each Diploma line to support all practitioners and trainers to deliver the Diplomas.</p> <p>Topics cover: effective integration of personal learning and thinking skills (PLTs) and functional skills; work-related learning; project management; collaborative teaching; and key areas of principal learning.</p>		<p>Practitioners will be able to apply different approaches and new contexts to teaching and learning. This will excite and enthuse learners.</p>

□ Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
<p>Use NCSL and CEL email and telephone contacts</p>	<p>Depends on the needs of the consortium/ institution.</p>	<p>You will work with the sponsor to identify specific needs and draw up a programme for the consultancy/facilitation.</p>	<p>This is done through initial consultancy, change readiness assessment.</p>	<p>www.ncsl.org.uk/14-19 or www.centreforexcellence.org.uk/14-19</p>
<p>Access only the online learning materials which interest you or register for the whole programme</p>	<p>Depends on how many methods or modules you would like to access.</p>	<p>Embed the learning in your own personal development as part of your CPD and use it to further the development of your consortia.</p>		<p>www.ncsl.org.uk/14-19 or www.centreforexcellence.org.uk/14-19</p>
<p>Login details will be provided by email on completion of a VLE registration form which can be accessed at www.ncsl.org.uk/1419 or www.centreforexcellence.org.uk/14-19</p>	<p>Up to the individual. Although those attending the three days face to face training are strongly encouraged to make use of the materials to develop their practice and share experiences via the VLE.</p>		<p>Sep 07</p>	<p>Online with the VLE</p>

Directory Listings – Diplomas

Leaders Managers Practitioners Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE?	SUMMARY OF WHAT IS COVERED	WHAT SORT OF SKILLS DO I NEED?	OUTCOME/BENEFIT
<p>→ Practitioners</p>	<p>Face to face training – day 1</p>	<p>All practitioners who will be delivering Diplomas <u>must</u> access this training.</p> <p>Outline of the day: introduction to Diplomas and how they are structured;</p> <p>effective Diploma learning strategies; motivating and managing learners;</p> <p>putting it all together;</p> <p>managing diplomas across organisations.</p>	<p>To have been identified by the consortium to deliver the Diploma qualification.</p> <p>Be able to access online pre programme material.</p> <p>Basic knowledge of the specification for the line of learning plus relevant personal learning and thinking skills (PLTs) and functional skills (FS) criteria.</p>	<p>At the end of day 1, Diploma practitioners will:</p> <p>understand the structure and purpose of the new Diploma qualification;</p> <p>be confident of the importance and role of PLTs and functional skills in the Diploma;</p> <p>develop a more detailed knowledge of the appropriate line of learning.</p>
<p>→ Diploma practitioners from all sectors</p>	<p>Face to face training – day 2</p>	<p>All practitioners who will be delivering Diplomas <u>must</u> access this training.</p> <p>Outline of the day: begins in an employer based setting relevant to the line of learning;</p> <p>focuses on effective links with employers and the work related context;</p> <p>practitioners will then construct a unit of work both at the theme and individual lesson level.</p>	<p>As above</p>	<p>Reinforces the work-related aspect of the Diploma.</p> <p>Have a better understanding of the relevant industry, the needs of the employer, and the career paths, and skills needed for the sector.</p> <p>Have a better understanding of the process of co-construction.</p> <p>Have developed a piece of work using co-construction to use with learners.</p> <p>Have a greater understanding of the content of the Diploma at level 2.</p>

□ Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
<p>Consortia can access training by contacting their Regional Diploma Co-ordinator at diplomanetwork@ssatrust.org.uk</p>	<p>Up to four hours of pre programme work, depending on prior knowledge.</p> <p>Day 1 = one full day (9am to 4pm)</p>	<p>Prepare for day 2 in sector specific venues – for example, be familiar with content of specification at level 2.</p>	<p>Oct-Dec 07</p>	<p>Local training events. Further details of the three day practitioner training will be available under the Diploma pages at www.ssatrust.org.uk/14-19 from late July.</p>
<p>As above</p>	<p>Day 2 = one full day (9am – 4pm)</p>	<p>Up to one day follow up activity (ideally in consortium teams) between days 2 and 3.</p> <p>Consolidate learning on level 2 specifications and develop level 1 and 3 as appropriate.</p> <p>Prepare for day 3.</p>	<p>Oct-Dec 07</p>	<p>As above.</p>

Directory Listings – Diplomas

 Leaders

 Managers

 Practitioners

 Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE?	SUMMARY OF WHAT IS COVERED	WHAT SORT OF SKILLS DO I NEED?	OUTCOME/BENEFIT
<p>→ Diploma practitioners from all sectors</p>	Face to face training – day 3	<p>All practitioners who will be delivering Diplomas <u>must</u> access this training.</p> <p>Day 3 covers:</p> <ul style="list-style-type: none"> resources and issues; assessment techniques; progression opportunities to Higher Education; focus on level 1 learners; planning provision and activities. 	<p>Developed understanding of the generic and line specific aspects of the Diploma. Further development of co-construction activities from day 2 as appropriate.</p> <p>Access to online materials is required.</p>	<p>Share ideas and information.</p> <p>Better understanding of assessment criteria and techniques.</p> <p>Understanding of level 1 and level 3 Diplomas, including the progression to HE and the extended project.</p> <p>Have had an opportunity to build contacts for future networking and support.</p> <p>Be familiar with and be able to access the VLE.</p>
<p>→ Leaders, managers, and practitioners who are involved in the delivery of Diplomas in 2008</p>	Other materials	A generic CPD guide to delivering the Diplomas.		Learners will be engaged through different approaches and new contexts of teaching and learning. Managers will consider ways of implementing Diplomas. Practitioners will develop new approaches to their teaching and learning.
<p>→ Potential Diploma teachers</p>	Teaching Information Line (TIL) and LLUK Information and Advice Service	Advice on questions about training to teach Diplomas.		Information on training to teach the Diplomas.
<p>→ Practitioners</p>	Training Needs Analysis	Teachers can identify their strengths and areas for development in the generic knowledge, skills and understanding needed for Diploma teaching.		Identifies training needs

□ Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
<p>Consortia can access training by contacting their Regional Diploma Co-ordinator at diplomanetwork@ssatrust.org.uk</p>	<p>One full day.</p>	<p>After completion of day 3: practitioners will consolidate learning and develop understanding across consortium teams; contact and join networks for ongoing support; and be confident using the VLE.</p>	<p>Feb-Mar 08</p>	<p>Local training events. Further details of the three day practitioner training will be available under the diploma pages at www.ssatrust.org.uk/14-19 from late July.</p>
<p>The materials will be available in hard copy for consortia delivering in 2008.</p> <p>It will also be possible to access them via the VLE.</p>				<p>www.diploma-support.com and www.ssatrust.org.uk/14-19</p>
<p>Call the TDA TIL on 0845 6000 991</p>	<p>Ten minutes</p>	<p>Follow up on any recommendations.</p>	<p>Ongoing</p>	
<p>Go to www.teacherzna.org</p>	<p>No more than 50 minutes, plus time for follow up.</p>	<p>Print out the summary page and discuss your training needs with your manager or CPD co-ordinator.</p>	<p>Before commencing Diploma teaching</p>	

Directory Listings – Diplomas

 Leaders

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 Practitioners

 Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE?	SUMMARY OF WHAT IS COVERED	OUTCOME/BENEFIT
→ Support Staff	Training Needs Analysis	Training needs analysis based on the anticipated functions of staff supporting Diploma delivery in schools and colleges.	Identify strengths and areas for development with regard to supporting Diploma delivery
→ Practitioners	Occupational currency ¹ guide	Good practice in the use of employers, employees and industry representatives in the learning environment.	Materials and guidance on using people from industry to enhance the learning experience.
→ Practitioners	Occupational currency short course	Short accredited CPD courses to enable Diploma practitioners to achieve and maintain occupational currency.	
→ Practitioners	'Excellence in Supporting Applied Learning' guidance	How to effectively deliver applied learning in a partnership context. Based on evidence from Increased Flexibility Programme, pathfinders, and the four UK nations and Europe.	
→ Practitioners	Regional conferences introducing online training needs tools and occupational currency courses.	A series of interactive presentations to explore the online tools and learning opportunities developed by LLUK and TDA.	An understanding of what the tools are, how they can be accessed and their uses and potential for identifying and meeting CPD needs.
→ Exams officers	14-19 helpdesk for exams officers	Exams officers can call the 14-19 helpdesk if they have a query about any aspect of the 14-19 programme.	The helpdesk will provide a one stop shop for queries on the 14-19 programme.

¹ Occupational currency is to obtain up to date knowledge of practice in the industry or sector relating to a Diploma subject.

Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
Follow link from www.teach14-19.org	30 minutes , plus time for follow up	Support staff and line manager or CPD co-ordinator to discuss outcomes and consider appropriate training opportunities	Autumn term 2007	Online
Visit www.teach14-19.org to download or order if your institution does not have a copy.			Available from September 07	
More information can be found at www.lluk.org				
More information can be found at www.lluk.org				
Invitations will be sent out in November 07.	One day	Disseminate the learning with your colleagues	January 24 Newcastle 29 Bristol 31 Manchester February 5 Birmingham 7 London	Refer to schedule.
Call the 14-19 helpdesk on 020 7509 5556			From September 07	

Directory Listings – Diplomas

Leaders

Managers

Practitioners

Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE?	SUMMARY OF WHAT IS COVERED	OUTCOME/BENEFIT
<p>→ Exams officers</p>	<p>Regional conferences introducing the 14-19 reforms</p>	<p>Exams officers will learn about the 14-19 reforms through interactive presentations.</p> <p>The conferences will be held in 16 venues across the country.</p>	<p>An understanding of all elements of the reforms, particularly the implications for an exams office.</p> <p>Early knowledge will help avoid unforeseen administrative issues later on.</p>
<p>→ Exams officers</p>	<p>14-19 Essential Guide</p>	<p>A printed and online guide detailing the 14-19 reforms and the possible effects they will have on exams centres.</p>	<p>An understanding of the reforms, what they mean for learners and the implications for an exams office.</p>
<p>→ Exams officers</p>	<p>Face to face support from local NAA centre support officer</p>	<p>Centre support officers will: offer face to face advice; facilitate exams officer consortia networks; and provide up to date information and support in a one to one environment.</p>	<p>This tailored support will prepare exams officers to establish consistent ways of working across the consortia and effectively manage administration of the reforms.</p>

Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
<p>Confirm your place and inform your line manager that you will be absent on that day.</p> <p>For help with registration, speak to your NAA centre support officer or call 020 7509 5556.</p>	<p>One day</p>	<p>Discuss your learning from the conference with your line manager and leadership team and begin planning the implementation of the 14-19 reforms.</p>	<p>September 17 Bristol 21 York 24 London 26 Norwich 27 Peterborough 28 Birmingham</p> <p>October 1 London 2 Bournemouth 5 Plymouth 8 Nottingham 11 Manchester 15 Newcastle 17 Liverpool</p> <p>November 16 Canterbury 20 Birmingham 23 London</p>	<p>Refer to schedule</p>
<p>Exams officers will receive a copy of the 14-19 Essential Guide at a regional conference or via a face to face support session.</p> <p>The guide can also be ordered from QCA at www.orderline.qca.org.uk</p>	<p>Approximately two hours of reading time</p>	<p>After reading the guide, engage with your line manager and senior leadership team to begin planning the implementation of the reforms.</p>	<p>Autumn term 07</p>	<p>At conferences, local events, and online.</p>
<p>Contact your local NAA centre support officer or call the 14-19 helpdesk on 020 7509 5556.</p>	<p>Agreed between the exams officer and their local centre support officer.</p>	<p>Implement agreed actions</p>	<p>From September 07</p>	<p>Local events</p>

Directory Listings – Diplomas

 Leaders

 Managers

 Practitioners

 Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE?	SUMMARY OF WHAT IS COVERED	OUTCOME/BENEFIT
→ Exams officers	Diploma readiness workshops	Local network based workshops for exams officers to work through issues around administration of the new qualifications.	Bespoke training events for consortia centres and members to prepare them for first teaching in September 08.
→ Exams officers	Exemplar drop in centres	Exams officers can access a group of exemplar centres for learning visits	Used by consortia centres to network and act as a convenient location for those exams officers who are yet to attend a training session or are in need of more intensive and practical hands on training.
→ Exams officers	Diploma administration training workshops	Training will be provided on a new electronic system that is being introduced to help administer the Diplomas.	Exams officers will be familiarised with the Diploma administration system, ensuring smooth management later down the track.
→ Exams officers	Diploma administration guide	This printed guide will provide in-depth analysis of Diploma qualifications and their administration. It will also cover networking, collaboration and administration for exams officers.	Handy reference guide to supplement training events for Diploma administration.

Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
Accept training invitations	One day	Prepare to implement learning within your centre and consortium.	From Feb 08	
Accept invitation	Time arranged with local centre support officer	Prepare to implement learning within your centre and consortium	From Mar 08	
Accept invitation	Half day	Apply the training when registering candidates for Diploma using the new electronic system to track achievement during the Diploma course.	Summer term 08	
Order a copy from NAA in the summer term 08	None	Refer to guide	Published Apr 08	

Directory Listings – Functional Skills (FS)

Leaders

Managers

Practitioners

Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE?	SUMMARY OF WHAT IS COVERED	WHAT SORT OF SKILLS DO I NEED?	OUTCOME/BENEFIT
<p>→ Managers and practitioners from all centres participating in the functional skills pilot, including schools, colleges, work based learning providers and GCSE pathways.</p> <p>It is anticipated that each centre will send one manager and one specialist from each of the functional skills in English, mathematics and ICT.</p>	<p>Face to face training days 1 & 2</p>	<p>Planning and implementation of FS.</p> <p>FS standards and the implication for learners.</p> <p>Teaching and learning approaches.</p>	<p>You need to be a leader with responsibility for the introduction of functional skills in an organisation, or a practitioner involved in the delivery of functional English, mathematics and ICT.</p>	<p>Preparation for the early implementation of the functional skills pilot.</p> <p>Practitioners will be able to identify how FS complements their present subject curriculum or skills offer in a range of settings.</p>
<p>→ Managers and practitioners as above</p>	<p>Face to face training day 3</p>	<p>Reviewing early implementation of the pilot in centres.</p> <p>Sharing effective practice.</p> <p>Formative and summative assessment.</p>	<p>As above</p>	<p>A clear understanding of an initial assessment of functional skills.</p> <p>Planning for learner progression.</p> <p>Understanding of formative assessment and how to prepare learners for summative assessment.</p>
<p>→ Managers and practitioner as above</p>	<p>Face to face training day 4</p>	<p>Reflection and sharing of successful teaching and learning approaches in a range of settings. Transferring and applying functional skills throughout a learner's study.</p> <p>Looking forward to year 2 of the pilot and Diploma planning</p>	<p>As above</p>	<p>Sharing of good practice.</p> <p>Clarity on how the learner can develop and apply functional skills in all learning settings.</p> <p>Preparing for year 2 of the pilot and Diploma implementation.</p>

□ Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
<p>Contact Local Authority Strategy manager. To find out who this is please contact secondary@capita.co.uk</p> <p>Other support will be available by contacting functionalskills@lsneducation.org.uk</p>	<p>Two days of training plus in-house planning, making a total of at least three days.</p> <p>In between training days, delegates are encouraged to access and make use of the Managing Delivery and Teaching and Learning guidance materials, and to develop their FS practice and share experiences via the VLE.</p>	<p>Following the training, decide which students will be part of the pilot, which staff will be involved, and how the pilot will be managed and monitored within the organisation by the senior leader and the consortium.</p>	Jun-Jul 07	Local training events
As above	<p>One day training plus preparation in organisations through identified planning time – approximately one and a half days</p>	<p>Ensure assessment processes are planned into programme delivery.</p> <p>Plan and implement a sequence of learning sessions with a functional skills focus.</p>	Oct 07 for CPD and planning by Jan 08	Local training events
As above	<p>One day plus identified planning time but needs to link with Diploma developments within the organisation/consortium.</p>	<p>Refine planning for year 2 of pilot and Diploma implementation</p>	Feb 08	Local training events

Directory Listings – Functional Skills

Leaders
 Managers
 Practitioners
 Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE?	SUMMARY OF WHAT IS COVERED	WHAT SORT OF SKILLS DO I NEED?	OUTCOME/BENEFIT
<p>→ Managers and practitioners</p>	<p>Materials</p>	<p>All participants who attend the CPD will receive a pack of materials to support practice in the teaching and learning of functional skills.</p> <p>Brochure of links to relevant existing materials.</p> <p>Guidance for leaders on managing delivery of functional skills.</p> <p>Practitioner guidance materials to support functional skills teaching and learning.</p>	<p>Those already involved in the delivery of English, mathematics or ICT or associated areas (for example, key skills Skills For Life).</p> <p>Also those delivering different subject content embedding functional skills as part of their delivery.</p>	<p>Learners will be engaged through different approaches and new contexts to teaching and learning.</p> <p>Managers will consider more integrated ways of delivering English, mathematics and ICT.</p> <p>Practitioners will develop new approaches to their teaching and learning.</p>

□ Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?

The materials will be available in hard copy to centres participating in the pilot and electronically via the Excellence Gateway at <http://excellence.qia.org.uk>

It will also be possible to access them via the Diploma VLE.

HOW MUCH TIME WILL IT TAKE?

The materials will be available for managers and practitioners to use individually and to support the development of effective practice in functional skills teaching and learning.

WHAT DO I NEED TO DO AFTERWARDS?

The materials will be updated as the functional skills pilots roll out to ensure that they are meeting the needs of managers and practitioners following the pilot.

WHEN DOES IT TAKE PLACE?

Materials will be available from September 07.

WHERE DOES IT TAKE PLACE?

Distributed to pilot centres and on the Diploma VLE.

Directory Listings – FE Reforms

Leaders

Managers

Practitioners

Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE	SUMMARY OF WHAT IT COVERS	OUTCOME/BENEFIT
→ Leaders and practitioners	Guidance on new qualifications for professional standards	Guidance on the new qualifications and units of assessment.	An understanding of the difference between full and associate teaching roles.
→ Leaders and practitioners	Bespoke curriculum advice	Free bespoke curriculum advice from a LLUK envoy relating to the new Initial Teacher Training qualifications.	Advice tailored to your needs.
→ Leaders and practitioners	QIA Excellence Gateway	<p>Access to support and teaching and learning resources.</p> <p>Information on Centres for Excellence in Teacher Training (CETTs).</p> <p>Facilities for mentoring, assessment, individual learning plans and teaching observation.</p>	Understanding what the new FE professional standards mean for your role.
→ Leaders and practitioners	Updates on ITT CPD and professional registration	Further updates on ITT, CPD and professional registration can be accessed online.	Keep informed of developments on an ongoing basis.
→ Leaders	Information on principals' qualifications	Access information on principals' qualifications and associated support.	Understand what support is available to leaders.
→ Leaders and practitioners	QIA Improvement Strategy	How to define CPD plans to take account of national and local priorities, as well as drawing on annual self-assessments and inspections.	Tailor CPD to meet the Leitch, 14-19 and Diploma agendas.

□ Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
www.lluk.org/documents/itt/interim_information.pdf	1-2 hours	Cascade information to other members of staff. Follow up implications for your role.	Sep 07	Online
www.lluk.org/currentactivity/itt/curriculum_advice.html	Not more than one hour	Follow up actions emerging from the discussion.	Sep 07	Online and by telephone
www.qia.org.uk	Up to the individual	Cascade information to other members of staff. Follow up implications for your role.	Sep 07	Online
LLUK: www.lluk.org/currentactivity/itt/itt_index.html IfL: www.ifl.ac.uk	Up to the individual	Cascade information to other members of staff. Follow up implications for your role.	Sep 07	Online
www.lluk.org/documents/docs/benchmark_role_specs.pdf	Up to the individual	Follow up the information by accessing training and support that is relevant to your needs.	Sep 07	Online, with follow up CPD activity
www.qia.org.uk/pursuingexcellence/index.html	Up to the individual	Apply advice to your institution's CPD strategy.		

Directory Listings – Information, Advice and Guidance

 Leaders
 Managers
 Practitioners
 Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE	SUMMARY OF WHAT IT COVERS	OUTCOME/BENEFIT
→ Diploma practitioners and consortia partners providing IAG services	SSAT Choices Lead Practitioner Networks	Regional Choices Lead Practitioners, will be working closely with Lead Diploma Practitioners for Diploma subject lines. They will offer regional advice for generating and sharing good practice in IAG delivery, across partnerships.	Materials showcasing emerging good practice and support for consortia.
→ Local authorities, organisations providing IAG services	Quality standards	Standards for young people's IAG.	These will ensure that all young people benefit from high quality IAG and that services are at a consistently high standard across the country, while being differentiated to meet the needs of individuals in local communities.
→ Consortia and individual organisations	Web-based CPD resource 'Improving Choices for Young People – Developing the IAG Workforce'	To help consortia and individual organisations to develop their IAG workforce. Covers: national requirements and guidance; strategic planning; management issues; effective delivery; and, securing quality.	Gives a step by step checklist for organising and planning services.
→ Consortia and individual organisations	Cegnet website	Provides information in four main sections: <i>Teaching and Learning</i> Developing careers education in the curriculum. <i>Careers Information</i> Providing careers information for young people. <i>Managing careers, educational and guidance (CEG)</i> Leading and managing the development of CEG, including practical help on leading, managing and delivering effective careers education. <i>Professional development</i> Specifically for CEG staff.	Comprehensive set of resources for delivery of career education.
→ Connexions Direct	Online advice on choices for young people	Includes advice, webchats and telephone links	Information can be accessed directly by young people.



□ Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
Refer to the IAG pages at www.ssatrust.org.uk/14-19	Readily accessible at any time	Continue links with networks in your area to share good practice. Apply knowledge to provide improved advice service for young people.	From Sep 07	Through regional networks. Visit www.ssatrust.org.uk/14-19
Published on the Every Child Matters and CEGNET websites in July, and will be formally launched in September, together with a User Guide and Good Practice materials.	Up to the individual	Ensure Local Authority services meet the standard.	Jul 07	Online at www.cegnet.co.uk
Go to www.iagworkforce.co.uk	Quick to download	Use information to deliver a better quality IAG Service for young people.	Ongoing	www.iagworkforce.co.uk
Visit the CEGNET website at www.cegnet.co.uk	Up to the individual	Apply information to improve the IAG Service.	Ongoing	www.cegnet.co.uk
Online www.connexions-direct.com	Readily accessible at any time.		Ongoing	www.connexions-direct.com

Directory Listings – New Secondary Curriculum

Leaders Managers Practitioners Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE	SUMMARY OF WHAT IT COVERS	OUTCOME/BENEFIT
<p>→ Secondary heads, teachers and curriculum planners</p>	<p>An online interactive version of the new secondary curriculum with guidance, resources, case studies and explanatory text.</p> <p>All schools will receive three hard copies of the new curriculum handbook.</p>	<p>New programmes of study and attainment level descriptors.</p> <p>An overview brochure setting out what is changing and why.</p> <p>Curriculum models and case studies illustrating ways the new curriculum might be delivered in schools.</p> <p>A summary of further training and support available to schools.</p>	<p>Access to the new statutory curriculum and non-statutory frameworks with support, guidance and activities to help schools with curriculum design and planning.</p>
<p>→ Secondary heads, teachers and curriculum planners; Local Authority 14-19 co-ordinators and members of Diploma Gateway Consortia</p>	<p>Four national conferences on 11-19 curriculum change</p>	<p>Strategic overview of 11-19 reform including the new secondary curriculum, Diplomas, and changes to A level.</p> <p>Discussion workshops covering the range of 11-19 reform and information about training and support available to teachers and curriculum leaders during the year ahead.</p>	<p>A better awareness of 11-19 changes and how they fit together.</p> <p>An opportunity to share ideas and concerns.</p> <p>Access to curriculum planning support and tools.</p> <p>An update on further training and support and how to access it.</p>
<p>→ School leaders and curriculum leaders</p>	<p>Regional workshops run by NCSL and SSAT</p>	<p>Opportunity to share innovative practice and discuss the leadership implications of the secondary curriculum review, including whole curriculum design.</p>	<p>Opportunity to share innovative practice and discuss the leadership implications of the new secondary curriculum with peers.</p>
<p>→ Curriculum planners</p>	<p>SSAT Lead Practitioners offering local workshops in curriculum design</p>	<p>Locally available support for curriculum design and planning.</p>	<p>Opportunity to work through the practical implications of planning and timetabling the new secondary curriculum.</p>

□ Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
Visit the QCA website: www.qca.org.uk/curriculum	Up to the individual	Begin your curriculum planning and follow up additional sources of help and support.	From Sep 07	Online and in hard copy
Details of how to register online will be included in DCSF email to schools on 10th July.	One day	Begin your curriculum planning and follow up additional sources of help and support.	<p>October</p> <p>09 London (for London and SE)</p> <p>18 London (for London, SE and SW)</p> <p>25 Birmingham (for East and West Midlands)</p> <p>November</p> <p>01 Manchester (for NE, NW and Y&H)</p>	Refer to schedule
Visit the QCA website for updates: www.qca.org.uk/curriculum	Up to one day	Begin your curriculum planning. Share information with your teachers and leadership team. Follow up additional sources of help and support.	Autumn term 07, spring term 08	Visit the QCA website for updates: www.qca.org.uk/curriculum
Visit the QCA website for updates: www.qca.org.uk/curriculum	Up to one day	Begin your curriculum planning; follow up additional sources of help and support.	Autumn term 07, spring term 08	Visit the QCA website for updates: www.qca.org.uk/curriculum

Directory Listings – New Secondary Curriculum

Leaders

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Practitioners

Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE	SUMMARY OF WHAT IT COVERS	OUTCOME/BENEFIT
<p>→ Curriculum planners</p>	<p>A flexible resource pack of materials for schools</p>	<p>Case studies, curriculum models, templates, film and interactive resources that schools can use with a variety of audiences, including learners, heads of subject, tutors, parents and governors.</p>	<p>Access to flexible curriculum design materials for use in your school.</p> <p>Local curriculum design groups will also be set up, based in schools, and ongoing telephone/online support provided for those who need it.</p>
<p>→ English, mathematics, science and ICT subject leaders and teachers in secondary schools</p>	<p>The Secondary National Strategies will deliver revised key stage 3 frameworks and subject level advice and guidance in the core subjects and ICT.</p>		<p>Access to detailed subject level advice and guidance about the new secondary curriculum for English, mathematics, science and ICT.</p>
<p>→ Secondary teachers of PSHE, citizenship, history, geography, design and technology, languages, art and design, physical education, religious education and music.</p>	<p>Subject specific support from national subject associations</p>	<p>CfBT Education Trust and national subject associations will deliver subject specific support for PSHE, citizenship, history, geography, design and technology, languages, art and design, physical education, religious education and music.</p>	<p>Access to detailed subject level advice and guidance about the new secondary curriculum for PSHE, citizenship, history, geography, design and technology, languages, art and design, physical education, religious education and music.</p>

□ Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
<p>Visit the SSAT e-portal and the QCA website for updates: www.qca.org.uk/curriculum</p>	<p>Materials available through Lead Practitioner workshops and online.</p>	<p>Begin your curriculum planning. Follow up additional sources of help and support.</p>	<p>Autumn term 07, spring term 08</p>	<p>Online from Nov 07</p>
<p>Support available through Local Authority based subject leader development meetings.</p> <p>Strategy subject consultants in English, mathematics, science and ICT will be available to work with targeted schools on their subject planning and development.</p>	<p>Up to the individual</p>	<p>Apply guidance to curriculum delivery.</p>	<p>Jan 08 onwards</p>	<p>Visit the QCA website for updates: www.qca.org.uk/curriculum</p>
<p>CfBT subject advisers will run training events in each government office region, backed up by subject resources and a helpline for further advice and guidance.</p> <p>Online support including 'Curriculum Making Guides' written for each subject; case studies; downloadable subject specific support resources; webcasts and recorded presentations.</p>	<p>More information on training events will be available on the QCA website.</p>	<p>Apply to curriculum delivery.</p> <p>Continue to access online support regularly.</p>	<p>Sep 07 – Apr 08</p>	<p>Visit the QCA website for updates: www.qca.org.uk/curriculum</p>

Directory Listings – New Secondary Curriculum

Leaders Managers Practitioners Support Staff

WHO IS IT FOR?	WHAT'S AVAILABLE	SUMMARY OF WHAT IT COVERS	OUTCOME/BENEFIT
<p>→ Teachers of food education in secondary schools</p>	<p>Support for teachers of food education</p>	<p>Advice and support on the teaching of cookery.</p>	<p>An online resource to support good food teaching in schools and to provide personalised learning for all pupils (including assessment and certification).</p>
<p>→ Secondary heads, teachers and curriculum planners</p>	<p>Online curriculum planning tool</p>	<p>Curriculum planning tool to support schools with planning delivery of the new secondary curriculum and other 11-19 curriculum changes.</p>	<p>You will be supported in planning curriculum delivery and can tailor the models provided for your school.</p>

Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?

HOW MUCH TIME WILL IT TAKE?

WHAT DO I NEED TO DO AFTERWARDS?

WHEN DOES IT TAKE PLACE?

WHERE DOES IT TAKE PLACE?

Visit the QCA website for updates:
www.qca.org.uk/curriculum

Can be accessed flexibly according to needs.

Apply to curriculum delivery.

Details will be made available on the QCA website.

Online

QCA website:
www.qca.org.uk/curriculum

Can be accessed flexibly according to needs.

The curriculum planning tool can be accessed on an ongoing basis.

Jun 08

Visit the QCA website on
www.qca.org.uk/curriculum

Directory Listings – Working with employers

The reforms, in particular Diplomas, have been designed with regard to the needs of employers, aiming to prepare young people for Further and Higher Education as well as for employment. This means that practitioners will need to be confident in delivering the practical and applied elements of the new qualifications, drawing in expertise from Diploma Development Partnerships and industry.

Leaders **Managers** **Practitioners** **Support Staff**

WHO IS IT FOR?	WHAT'S AVAILABLE	SUMMARY OF WHAT IT COVERS	OUTCOME/BENEFIT
→ Practitioners	Professional development placements	Training on employer premises in a particular industry sector or business environment.	Up to date understanding of current issues and developments in the sector. This will allow more productive teaching of applied learning.
→ Leaders and practitioners	Schools Enterprise Education Network	Supports schools and academies to offer enterprise CPD to all their staff. Expert 'hub' and 'spoke' schools offer enterprise CPD programmes, events, activities and resources to members of local networks.	A good way to embed an enterprise culture in your institution and network.

Below are details of support offered by DDPs for the applied elements of Diploma lines (not all lines are covered as some CPD activity has already take place).

Website details for the first five DDPs are:

Construction and the Built Environment – www.cbdiploma.co.uk

Creative and Media – www.skillset.org/qualifications/diploma

Engineering – www.engineeringdiploma.com

IT – www.e-skills.com

Society, Health and Development – www.skillsforhealth.org.uk

WHO IS IT FOR?	WHAT'S AVAILABLE	SUMMARY OF WHAT IT COVERS	OUTCOME/BENEFIT
→ Leaders and practitioners	Construction and Built Environment curriculum centres	Support to consortia offering the Construction and Built Environment Diploma through 120 curriculum centres. These offer a targeted programme of CBE focused activities, including vocational programmes for KS4 pupils.	Greater knowledge of developments in the sector will mean more productive teaching of applied learning.

□ Exam Officers

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
Contact your local Education Business Partnership through www.nebpn.org	One day	Apply knowledge to planning and delivery of the curriculum.	Ongoing	Requirements are normally matched at a regional level.
Visit www.schoolsnetwork.org.uk/seen or www.enterpriseinschools.org.uk	Up to the individual	Work with others in your network to meet your enterprise needs.	Ongoing	Local/regional networks

WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
Email: Nick Gooderson on nick.gooderson@citb.co.uk	Flexible	Apply learning to planning and delivery of the CBE Diploma.	Ongoing	To find your nearest curriculum centre contact the CBE DDP.

Directory Listings – Working with employers

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WHO IS IT FOR?	WHAT'S AVAILABLE	SUMMARY OF WHAT IT COVERS	OUTCOME/BENEFIT
→ Leaders, managers and practitioners who are delivering the Construction and Built Environment Diploma	Link to a contact within the CBE DDP.	Support and advice for CBE consortia all aspects of Diploma delivery.	Targeted advice on Diploma preparation and delivery.
→ Leaders, managers and practitioners who are delivering the Construction and Built Environment Diploma	Work-related learning/enterprise days.	To assist CBE consortia in delivery, offering further enhancements to the delivery of the Diploma programme.	To assist work-related learning aspects of Diploma delivery.
→ Practitioners who are delivering the Construction and Built Environment Diploma	Industry insight events	Keep up to date on information about the CBE industries, including scope, purpose, structures and personnel issues.	Teaching staff develop an understanding of the scope and context of the CBE Diploma.
→ Leaders, managers and practitioners who are delivering the Construction and Built Environment Diploma	Employer engagement	This will include: industry site visits; CBE Ambassador visits; and a link employer for each consortia.	Assistance from DPP with individual consortia employer engagement strategies.
→ Leaders, managers and practitioners who are delivering the Construction and Built Environment Diploma	HE engagement	To assist with linking consortia with Higher Education (HE) and professional institutions. Includes HE seminars and promotion.	Assistance from DDP with consortia HE engagement strategies.
→ Employers and practitioners who are delivering the Engineering Diploma	Engineering Diploma guidance for employers working with schools and colleges.	Practical advice on work-related learning and sign posting for further information.	Establish more productive relationships with employers.

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WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
Contact the CBE DDP.	Initial two hour meeting, followed by weekly telephone call and further meetings as required.	Keep in touch with DDP link contact.	Initial meetings held to by end of July 07	At consortium venue
Invitation to be sent out by CBE DDP.	Half to one day	Contacts and good practice case studies to be disseminated.	Nov 07 – Mar 08	DDP venues
Invitation to be sent out by CBE DDP.	Half to one day	Share learning with your colleagues.	Sep 07 – Dec 07	DDP venues
Information to be sent out by CBE DDP.	One to five days	Feedback on engagement strategies.	Sep 07 onwards	Consortium or employer venues
Information to be sent out by CBE DDP.	One to five days	Feedback on HE engagement strategies.	Sep 07 onwards	HE venues
Visit www.engineeringdiploma.com/public/downloads/WRLtoolkitv2.pdf	30 minutes of reading time	Apply guidance when establishing relationships with employers.	Ongoing	Contact the CBE DDP for more information at nick.gooderson@citb.co.uk

Directory Listings – Working with employers

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WHO IS IT FOR?	WHAT'S AVAILABLE	SUMMARY OF WHAT IT COVERS	WHAT SORT OF SKILLS SET DO I NEED?	OUTCOME/BENEFIT
→ Lead contact in consortia delivering the IT Diploma	IT Diploma: consortium visit	Review of current employer engagement (EE) activities, with reference to preparing for and delivering the IT Diploma. Opportunity to test consortia support materials being developed by the IT DDP to support teachers.	Knowledge of current EE activities.	Ascertain what gaps exist that the IT DDP can help to bridge. Access to support materials to assist with Diploma preparation and delivery.
→ Consortia leads, senior management teams, HEIs and employers, along with relevant partner organisations ² who are in delivering the IT Diploma	IT Diploma: Building Partnership events	A forum for networking, showcasing good EE practice and sharing ideas for universities and employer engagement in supporting delivery.	An understanding of the Diploma.	Builds partnerships between key stakeholders to assist delivery of Diploma.
→ Practitioners from consortia delivering the IT Diploma	IT Diploma: industry insight events	Each event will focus on specific units of the Diploma, typically at level 3, covering a different unit for each of the regional events. Includes a 'Day in the Life of the IT Diploma' style feature and demonstrations of leading edge technology in practice.	IT & business teaching skills.	Develop understanding of the Diploma context. Material will be harvested from these sessions to provide teaching & learning resources for the Diploma.
→ Careers representatives, parents, students and employers from consortia delivering the IT Diploma.	IT Diploma: inspiring students	Insights into IT related careers and Higher Education options	Experience as a careers advisor	Inspire students to consider the Diploma as a learning option.

² For example: EBPs and SSAT/QIA representatives.

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WHAT DO I NEED TO DO TO ACCESS IT?	HOW MUCH TIME WILL IT TAKE?	WHAT DO I NEED TO DO AFTERWARDS?	WHEN DOES IT TAKE PLACE?	WHERE DOES IT TAKE PLACE?
IT DDP will contact consortia team lead to arrange visit.	One to one and a half hours	Provide feedback on support to DDP	End of Jul 07	At consortium venue
Invitation to be sent out by IT DDP, or e-mail: diploma@e-skills.com	Half to one day	Contacts and good practice case studies to be disseminated	Nov 07 – Mar 08	HEI venues
Invitation to be sent out by IT DDP, or e-mail: diploma@e-skills.com	Half to one day	Feedback on use of session	Sep 07 – Dec 07	Regional events held at employer venues
Invitation to be sent out by IT DPP	Half day	Feedback on use of session	Apr 08 – May 08	Within consortia

Copies of this publication can also be obtained from:

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Sherwood Park
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NG15 0DJ

Tel: 0845 6022260
Fax: 0845 6033360
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DCSF Ref: 00605-2007BKT-EN

Produced by the Department for Children, Schools
and Families and the Department for Innovation,
Universities and Skills

Department for
**Innovation,
Universities &
Skills**



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