

14-19 Reform



Communications

Nuts and Bolts series

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Introduction

What is this guide?

This is one of a series of guides to support the delivery of Diplomas. It looks at how schools and colleges can develop the communications plans that inform key audiences about Diplomas.

The guide gives an overview of how staff can develop and implement a communications plan, and outlines key communications challenges and how you can meet them. It also describes some of the national communications activity that is being carried out by the Department for Children, Schools and Families (DCSF). As well as an action plan, checklists and useful resources, the guide includes real examples of how consortia have approached communicating the reforms effectively.

Who is it for?

The guide is for senior leaders in Diploma consortia, including:

- lead co-ordinators and communications leads in a consortium
- local authority 14–19 teams and local authority press teams
- careers advisers, teachers and tutors at schools and colleges
- senior staff in schools and colleges who are responsible for developing and explaining the Diploma.

What other guides are available?

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

Share good practice

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



Communications

The 14–19 reforms are far reaching. Young people and parents have new choices to consider, and staff are expected to teach new courses as well as support students and their parents.

Effective communication can ensure that the reforms are seen as a great opportunity and not something to worry about. Your communications should make young people and parents feel excited about the Diploma choices, but also reassured about the purpose of the Diploma and confident that the practical information they need is easily to hand.

Staff in your consortium will develop a range of communications to engage your key audiences (teaching staff, students, parents and employers). Depending on your consortium's setup, your local authority or 14–19 partnership may also develop their own communications activity. Your own local communications are supported by national communications activity, which is described opposite.

National communications

To raise awareness and understanding about the 14–19 reforms, the DCSF has developed national communications. These include separate campaigns about Apprenticeships and the Diploma, as well as an ongoing public relations programme for talking to the press. National communications also include a number of online resources and publications, such as:

- a diploma website for students at www.direct.gov.uk/diplomas
- information for the public about the 14–19 reform programme at www.dcsf.gov.uk/14-19
- information for practitioners and employers at www.diploma-support.org
- information for employers and education professionals at www.dcsf.gov.uk/14-19 (click on 'Employers')
- one-off marketing such as Diploma TV advertising and media partnerships with youth publications
- the booklet *Moving up*, which talks about Diplomas as part of the whole-school career and was developed for Year 7 students to help them understand their options, at <http://publications.teachernet.gov.uk> (search for 'Moving up').

Developing a communications plan

A good plan is essential for effective communications. Your plan does not need to be large and complicated – for example, Nottingham City Council’s comprehensive marketing plan for Diplomas is just ten pages. Your communications plan should be part of your consortium’s implementation plan. Your consortium adviser will be involved in implementing the Diplomas and will also be able to support the development of a communications strategy and plan. For more guidance on implementation plans, see the Nuts and Bolts guide on implementation planning.

A good communications plan will tell you four things:

1. **what** you want people to know, do or think
2. **how** you are going to communicate with them to achieve that
3. **when** you will do it
4. **how** you will know if you have been successful.

Tip!

Before you start putting together a communications plan, ask someone from your local college to help you. Colleges usually have specialists in communications and marketing, so make the most of their expertise!



KINGSWOOD PARTNERSHIP PROGRESSION MAPS & EMPLOYMENT OPPORTUNITIES

CONSTRUCTION & THE BUILT ENVIRONMENT

LEVEL 1

QUALIFICATIONS

- Construction & the Built Environment Foundation Diploma
- Construction - BTEC Introductory Certificate

EMPLOYMENT

- Labourer

LABOUR MARKET

In the construction industry, employees can enter straight from school and work their way up by completing job-specific training and qualifications as they go. There will be many building opportunities in East London as part of preparations for the Olympics in 2012.



LEVEL 2

QUALIFICATIONS

- Construction & the Built Environment Higher Diploma
- Construction - BTEC First Diploma

EMPLOYMENT

- Bricklayer
- Carpenter
- Roofer
- Painter/Decorator
- Demolition Operative

LABOUR MARKET

For any construction industry job requiring the operation of machinery (Plant Operator) employees must be at least 18 years old.



LEVEL 3

QUALIFICATIONS

- Construction & the Built Environment Advanced Diploma
- AS & A Levels
- BTEC National
- Level 3 apprenticeship
- NVQ 3

EMPLOYMENT

- Building or Civil Engineering Technician
- Plumber
- Building Control Surveyor/Inspector
- Electrician

LABOUR MARKET

Advances in technology in all aspects of the construction and building industry mean that there are more opportunities at technician level and above than there are for non-skilled labour.



LEVEL 4

QUALIFICATIONS

- HND
- First degree
- Foundation degree
- NVQ 4

EMPLOYMENT

- Construction Manager
- Civil Engineer
- Architect
- Project Manager
- Surveyor
- Planner
- Building Services Engineer

LABOUR MARKET

There is strong demand for construction engineers and new legislation means that there may be skills shortages in housing inspection.



For each of the Diplomas offered in the consortium, the Kingswood Partnership has designed a poster.

Auditing your communications

Before starting your communications plan, it is a good idea to audit all the communications that the consortium is currently doing or is planning to do, for example any leaflets, posters, booklets, stands, events, visits or articles in local magazines. An audit will help you to answer the last two questions in the bullet list above: the when and the how.

List all the pieces of communications in a table and organise them by their audience type (this is called segmentation). Make sure that you do not group all students together but break this audience down into particular year groups: a Year 7 student will have a very different experience to someone in Year 11. Similarly, parents and guardians have different information needs depending on where their children are in their school or college career.

Next, consider when these pieces of communications or events should be made available. For example, you might suggest giving a talk to all Year 7 students in their first term. Or you might decide that a booklet should be given out during options evenings. Perhaps you suggest one-to-ones with all students about the routes they can take after they have received their results. Or you might provide leaflets and posters at parents' evenings, fundraising or social events.

Your table is likely to look like Table 1 overleaf, populated with your own communications.



Creating your communications plan

We suggest following the same structure for your communications plan as the implementation plan detailed in the Nuts and Bolts guide on implementation planning.

1. Introduction

What is the purpose of your plan? Include details of who wrote it and any other useful background information. Remember that someone other than you may need to refer to it, so make it easy to follow.

2. Your overall objectives

What do you want your communications to achieve? It is a good idea to structure the objectives as a table, showing what you want different groups to do.

Tip!

Your audiences will only be able to handle a certain amount of information at any one time, so you will need to be strict with yourself and pick out the real priorities. Look back at your year grid and phase your communications so they make sense to the person receiving them.

You should use the same audience groups as you used for the communications audit (see Table 1).

Table 2: Audience objectives table: an example

Audience	Objective
Prospective students and their parents	<ul style="list-style-type: none"> ■ To understand what elements of the 14–19 routes the school, college or partnership offers ■ To understand to what extent the offer can be taken – for example the student might be planning to apply for several lines of learning ■ To have confidence in the consortium’s ability to deliver Diplomas (for example transport, common timetabling)
Learners in Year X and their parents	<ul style="list-style-type: none"> ■ Students to understand broadly what their school career might look like and the options they will have when the time comes ■ Parents to understand their role in the child’s school and college journey, and when the first decisions need to be made
Learners in Year X and their parents	<ul style="list-style-type: none"> ■ Students to actively consider a Foundation or Higher Diploma as one of their options ■ Parents to encourage their child to consider the Diploma alongside other options
Learners in Year X and their parents	<ul style="list-style-type: none"> ■ To have awareness of the Advanced Diploma

3. Messages and channels

This is the main body of your plan and should look at your different audiences and their different communication needs.

Think about why you are communicating with each audience; this would constitute your messages. You will also need to think about the different channels that you can use to reach your audiences, for example through an event, radio, a leaflet, a poster at parents' evening, your school or college website or a bus poster.

Refer back to your audience objectives as you plan **what** you will say to them, **how** and **when**. Do not forget to consider cost: make sure that your budget spreads across the whole year rather than one big burst at the start.

At its simplest, this section could just be based on the year planner grid that resulted from your communications audit (see Table 1).

Tip!

Try to delegate some responsibility to others and use the experience you have around you. Is there someone who is particularly good at organising events? Has someone made some effective posters in the past? Is one of the organisations in your consortium doing something good that be used across the consortium? People usually enjoy what they are good at, so you may find that you have willing volunteers.

Tip!

Try to get some support when thinking about your messages and channels. Why not have a brainstorm with a group of colleagues from across the consortium about all the channels you could use? In a brainstorm, try not to be limited by what you have done already and do not throw any ideas out immediately – sometimes the “strangest or most unpromising ideas end up producing great results”. Think about communications others have done that you could learn from or ‘borrow’.

Another alternative is to work from your audience objectives table (see Table 2) and add another two columns: messages and channels. The message is what you will say to that particular audience to build towards that objective and the channel is the format that will best suit the message. For example, if you want to give people details on all the Diploma lines that are offered now and explain how they are delivered, a booklet or a CD-ROM would be better than a poster, because you can include more detail. If you want to tell people something quite complicated, or share some great stories or case studies, perhaps an event would work best.

Tip!

Why not get students involved when you are thinking about messages and channels? They are the ones who you need to communicate with, so ask them for their views. You could even give some responsibility to students to explain and communicate the Diploma – perhaps as a project as part of a course, or just for some good experience.

Table 3: Message and channel table: an example

Audience	Objective	Message	Channel
Learners in Year 8	Actively consider choosing the Diploma	<ul style="list-style-type: none"> ■ The diploma gives you a unique mix of practical and theoretical learning ■ If you know the sorts of things you enjoy and are (or could be) good at, the Diploma might be a good option for you 	<ul style="list-style-type: none"> ■ Booklet: introduction to the Diploma ■ Leaflet to be given out by the careers adviser ■ Advertisement on local radio

You may also want to include some detailed information about each of your audiences. To help you with your thinking around young people and their parents, some of their communication needs are detailed below.

Young people and what they need to know

Young people need to be able to make informed choices about the different options that are available, so that they can choose the path that is right for them. They will also want to talk to someone about these options. This means that staff need to be informed about all of the options and young people need to have opportunities for dialogue with those staff.

Young people need to:

- get the right information at the right time, so that they can make choices – this needs to be detailed enough for them to decide which is the right option for them
- be reassured that Diplomas are part of the curriculum and are valued by employers and higher education institutions.

Tip!

Many consortia give students the opportunity to find out more by experiencing what it is like to study the Diploma. Could you run taster sessions, like the Kingswood Partnership does, or develop a Diploma challenge team game or event like North Somerset (see examples on page 13).

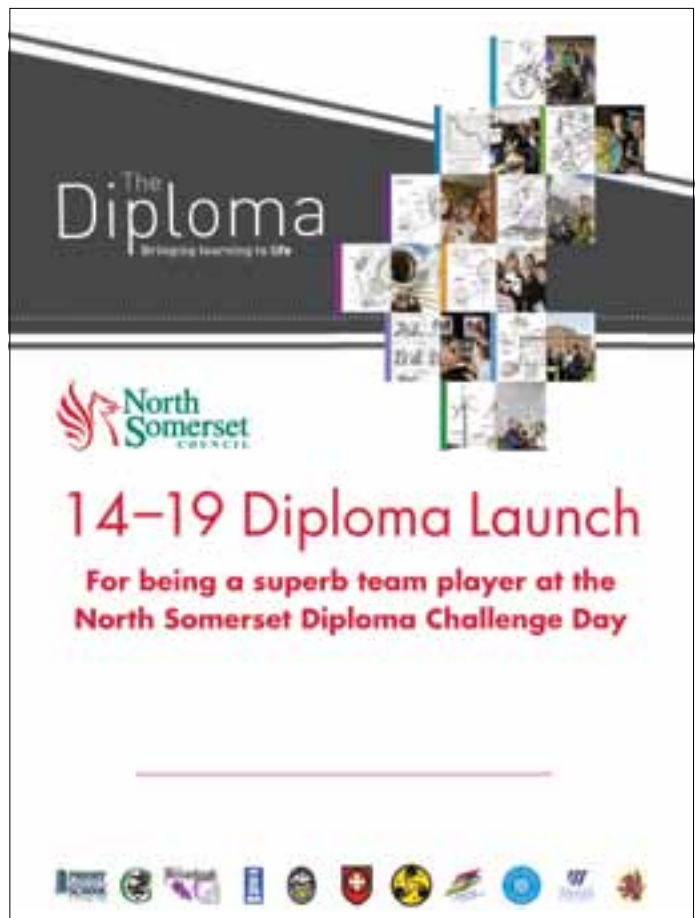
Channels to reach young people

- What works in one area might not work in another. Do some research with young people and have a plan to evaluate the impact of your activity.
- National advertising can help to raise awareness but it needs to be supported by local advertising, for example bus and cinema advertising.
- Face-to-face events are valuable. Make sure that they are co-ordinated with careers advice and guidance activities and involve careers, and information, advice and guidance staff. You should also make sure that young people have written materials to take away with them. See the case study on page 19 for details of the Portsmouth roadshows.
- Involve young people in developing communication for their peers, for example producing newsletters and presenting information at open events.

- Case studies about individual young people will bring the reforms to life and can also make local press more interested (see 'Getting positive media coverage' on page 22).

Resources for young people

Resources specifically designed for young people are available on the Diploma campaign site (see 'Further resources' on page 24 for more information).



The North Somerset Consortium runs a 'Diploma Challenge Day' to get students working together in groups and give them a flavour of Diploma learning.



KINGSWOOD PARTNERSHIP
INFORMATION, ADVICE & ASSISTANCE

DIPLOMA TASTER APPLICATION FORM

THERE WILL BE 14 NEW DIPLOMA COURSES AVAILABLE TO STUDENTS WITHIN THE KINGSWOOD PARTNERSHIP FROM SEPTEMBER 2010.

So that you can make a fully informed decision about what courses to do in Years 10 and 11, (whether you choose to do a Diploma or not) it is important to have a clear idea of what might be involved and which courses might be best for you.

All Year 9 students in the KINGSWOOD PARTNERSHIP will be given an opportunity to take part in DIPLOMA TASTER SESSIONS in Term 2. If you would like to find out more about doing a particular Diploma and whether it might be the right choice for you, you can use this form to select a MAXIMUM OF 2 DIFFERENT DIPLOMA AREAS that you would like to experience.

COMPLETE THIS FORM, GET IT SIGNED BY YOUR PARENT/CARER AND RETURN IT TO [] BY [] AT THE LATEST. ANY APPLICATIONS RECEIVED AFTER THIS DATE WILL NOT BE CONSIDERED

Student name	Tutor group	Kingswood Partnership School
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PLEASE TICK THE APPROPRIATE BOX OR BOXES TO TAKE PART IN AN EXPERIENCE OF 1 OR 2 OF THE FOLLOWING DIPLOMA QUALIFICATIONS...

- BUSINESS, ADMINISTRATION & FINANCE
- CONSTRUCTION AND THE BUILT ENVIRONMENT
- CREATIVE AND MEDIA
- ENGINEERING
- ENVIRONMENTAL & LAND-BASED STUDIES
- HAIR & BEAUTY STUDIES
- HOSPITALITY
- INFORMATION TECHNOLOGY
- MANUFACTURING & PRODUCT DESIGN
- PUBLIC SERVICES
- RETAIL BUSINESS
- SOCIETY, HEALTH AND DEVELOPMENT
- SPORT & ACTIVE LEISURE
- TRAVEL & TOURISM

Student signature

 Parent/Carer signature

 Date

NOW PLEASE COMPLETE THE PARENTAL PERMISSION FORM OVERLEAF

The Kingswood Partnership runs taster sessions of each of the Diplomas for their students.

Parents – and what they need to know

Parents are key influencers of young people's decisions on education and training. Any concerns that they have about the new qualifications must be addressed.

Parents need to know that:

- Diplomas are part of the curriculum and are valued by employers and higher education institutions
- you are teaching them well
- the new qualifications will enable their children to secure jobs, careers and places at university.

Channels to reach parents

- National advertising will provide some reassurance, but young people and their parents need to see local commitment and success stories.
- Materials aimed at young people will also be seen by their parents, so think about this when developing them.

Tip!

Could you provide a monthly newsletter for the parents in your consortium or school? North Somerset Consortium has created a template for a newsletter that they use to share students' success stories, update on the lines of learning being offered, promote upcoming events and share contact details of people who can give more detailed information on specific areas.

- Face-to-face events (roadshows or options evenings) are useful, but note that some young people will not want their parents at the same event.
- Leaflets and other school communications can address parents' concerns.
- Getting commitment from local higher education institutions that they will ringfence places for Advanced Diploma students is a major reassurance for parents.

Resources for parents

- The Diploma campaign site is a good starting point for parents
- The 'Parents and carers' section on the 14–19 website

See page 24 for more information.





The North Somerset consortium has a regular newsletter for students and their parents.



4. Evaluation

It is good practice to evaluate what you have done. This is how you find out whether what you did was effective, and whether you should change it or keep doing more. Evaluation can be carried out in a number of ways, including the following:

- If you directed people to a consortium or school website, you could count the number of unique visitors to the site. Ask your IT support team for ideas and advice.
- You could ask people who visit your website to complete a short survey about recent communications.
- If you run an event, you can ask attendees to complete a feedback form at the end. The responses may tell you how the event shifted knowledge and interest, which may be useful when deciding whether to run a similar event again. A feedback form could also help you to find out whether other communications played their part. For example, how did people hear about your event? Did they see a poster? Was it through a message passed on by a teacher?
- At events, you could also do a one-question entry and exit poll, where you ask people when they arrive how confident they are about their understanding of the Diploma, and then ask them the same question as they leave. It could be as simple as giving each person a dot that they stick on a poster marked high, medium or low. Then look

at whether your event has increased understanding.

- If you are planning to communicate to young people in your area, why not get them involved? You could get a small focus group of your students and ask what they thought about the communications. You can also get them to test your new ideas before you put them into action.

5. Risks

Your communications plan should look at the risks associated with both the qualifications themselves and the communications.

For example, a risk around Diplomas is that any criticism in the national press could be echoed locally. A way to address this might be by getting local journalists 'on side' early (see 'Getting positive media coverage' on page 22 for more information).

You also might want to make sure that key local opinion formers have a positive view of the reforms. Investing a little time up front can be very worthwhile.

Roles and responsibilities

The ways in which communications are delivered vary depending on how a consortium is organised and what expertise and support is available. Make use of whatever support is available to your consortium.

Local authorities

Local authorities and local authority 14–19 partnerships will be expected to develop communication plans for the whole 14–19 offer. Consortia need to make sure that their plans fit with this wider plan. The area prospectus is a vehicle for co-ordinating this. Together with local authorities, consortia also need to identify how to add extra value and help develop young people's and parents' understanding of the Diploma through additional activities, such as the Diploma roadshow, for example.

Schools and colleges

It is important that individual schools and colleges get involved in communications themselves. Schools and colleges are responsible for providing impartial information, advice and guidance, and that includes explaining the Diploma offer in their area. With support from careers services, training providers and other colleges, they should organise activities like options or parents' evenings, careers lessons and taster sessions. They are also responsible for providing information about local Diploma courses to go into Year 9 and post-16 options booklets.



Key challenges and how to meet them

When developing communications, you are likely to come across communication challenges that your consortium will need to address. Below is a summary of the key challenges, along with advice and examples on how they can be met.

Ensuring that the communication plan happens

Developing a communications plan takes time and requires funding and commitment. Being responsible for 14–19 communication locally may not be your day job, so to make it work you will also need support from your colleagues.

Funding is important, particularly to secure staff time. The Guildford consortium has used 14–19 funding to employ a 14–19 administrator with responsibility for maintaining an up-to-date contact list for the area, among other things.

Support is crucial. Who might have the expertise you can draw on, and how can you secure their support? For example, headteachers of consortium schools or key members of the local authority may be useful. In Nottingham, two Diploma co-ordinators have taken the lead on communications, working with a marketing and communications team made up of staff from local colleges, Connexions and Aimhigher. When all Diploma co-ordinators get together, marketing and communication is a required item on every co-ordinator's monthly action plan.

Time is also key. Investing time up front will reduce the time required through the year, and will help to avoid things going wrong.

Throughout the process, make sure that you keep people involved. An easily available contact list helps peer-to-peer communication, and avoids everything having to go through one person.

Managing a budget

The consortium in Portsmouth had an overall development budget of £245,000. This provided each Diploma lead organisation with a budget of £8,000 to be used to release staff for planning, quality assurance development and marketing and employer engagement activities.

The activities they undertook included:

- developing a communications strategy that incorporated a number of existing workforce communication initiatives, for example the Diploma Roadshow for young people
- delivering all-staff briefing sessions as 'twilight sessions', part of inset days or as presentations at staff meetings
- publishing a local authority '14–19 education plan', which explained the role of individual institutions in the overall strategy and set action and improvement targets
- engaging schools to publicise the availability of courses taught in other institutions
- arranging local advertising on buses, cinema and leaflets – cinema advertising was considered the most effective.

For more information, please email Lyn Exley:
lyn.exley@portsmouthcc.gov.uk

Ensuring that communications are consistent, comprehensive and engaging

When communications are developed by different groups or people, it can be difficult to keep them consistent. Using the Diploma key messages ensures that the basic messages remain the same throughout all communications. You can find the key messages and an overall narrative at www.dcsf.gov.uk/14-19/communications.

It is also a good idea to give some context about the Diploma, explaining, for example, why the Diploma is being introduced and how it relates to other provision for the age group (like functional skills, A levels, the extended project and other aspects of the reforms such as encouraging young people to stay longer in learning).

Remember that people are busy and do not have time to read everything they are given. So you need to make sure that what you produce is one of the things they make time for. Think of ways you can make the information more interesting, such as:

- Bring your communications to life by using case studies and quotes. Asking current students what studying a Diploma is like, or getting a local employer to explain why functional skills are so important, can help to make the information feel more 'real'.
- Use imagery to make it visually interesting. If you are doing a case study, use an action picture – for example, a student working at an employer base – rather than just a head shot. But do not go overboard with too many pictures, fonts and colours, because they can make the information very difficult to read.
- In written communications, break up the text to avoid the old-fashioned 'essay' look. Use bullet points and boxes to keep the visual interest high, and keep your sentences and copy short and punchy.

For more information and help with developing communications, see 'Further resources' on page 24.



Clarifying your local Diploma offer

Nationally, Diploma communications cover all 14 Diploma subjects that will be taught from 2010. However, there are likely to be fewer subjects on offer in your local area.

It is important that your communications make this clear. Make sure that they answer all of the questions that young people and their parents will have; questions, for example, about what subjects they can choose, where they will be taught, what the practical arrangements are and which local universities and employers are supporting it.

Key concerns that parents and students have include the following:

- How is transport between locations arranged?
- What happens with school uniform rules when the student is studying or working away from their normal school?
- How will you keep an eye on progress (for example, for report cards and for attendance) when the student is away from their normal school or college?
- Who will keep an eye on the welfare of the child when they are spending a lot of study time away from their normal school?



The Kingswood Partnership uses a presentation at working and learning events which links education and training with success in the workplace.

Getting positive media coverage

There might be negative press about the Diplomas. The best way to get positive coverage is to build relationships with journalists. Focus on the local media: they reach a large number of people and want to report on what is happening in their communities.

Before contacting a local paper, scan through it to see who writes about education or youth issues and address your press release to them.

Journalists write two types of articles: news and features. **News** needs to be topical, so make sure that you restrict yourself to issuing press releases when you have something new to say, for example about an event such as a roadshow or graduation.

When writing a press release, avoid going over one single page. Put the most exciting and attention-grabbing part of your news first, and make sure that the rest of your opening highlights the main points clearly and vividly. It is a good idea to include photos of and quotes from people involved in order to bring the story to life. Do not forget to include your contact details.

The journalist may then contact you for an interview. This is something you should prepare for. Carefully consider and agree with your colleagues what messages you want to get across in the interview. You may also need to think about the jargon you use and how you will explain it; how, for example, will you explain 'functional skills' or 'consortium'?

During the interview, try not to talk when the interviewer is talking. Begin your answer when they have finished. Remember your key points and do not be afraid to repeat yourself – important ideas often need to be said several times. Try to be relaxed and sincere, and do not forget to smile!

You could also try to get a **feature** piece written. It does not have to be topical in the same way as the news you issue in your press releases, but it should have a unique selling point. Perhaps a group of students is working on a very different or innovative Diploma project, which a journalist could come and find out about. Or perhaps you could offer a visit to several schools and colleges in your consortium, so that the journalist can get an in-depth understanding of how your consortium is delivering this new qualification. You should make sure that the journalist gains access to senior staff, like the headteacher or the principal and also one of the employers that is supporting the Diploma.

Think creatively about who you contact: it could be an education journalist, but it could also be someone who writes about an area linked to the Diploma subject.

Action plan

The following actions can help you to deliver communications.

1. Identify who in your consortium is responsible for communicating about the 14–19 reforms.
2. Identify who from the different schools and colleges in your consortium can provide support.
3. Identify your key communications challenges.
4. Develop your communications plan as part of your consortium's plan for implementing the Diplomas. Make sure that it also fits with your local authority's or local authority 14–19 partnership's communications plan. It should also inform any communications plans that are being developed by the individual institutions within your consortium.
5. Evaluate the success of your activity and make sure that this informs future activity.

Further resources

General information about Diplomas

■ Diplomas for 14-to-19-year-olds

Gives useful information and resources on 14–19 education. Also includes information on making Diploma choices – specifically designed for young people.

www.direct.gov.uk/diplomas

■ Department for Children, Schools and Families

Produces a range of communications for various audiences. Many of these are adaptable to your local circumstances.

Resources include the following:

- Key messages and narrative material. These are used in national material, so are worth building into your communications. There are also posters, leaflets and a marketing toolkit CD (www.dcsf.gov.uk/14-19/communications).
- A case study library. Use these case studies to bring your material to life (www.dcsf.gov.uk/14-19/casestudies).
- Information about implementing the 14–19 reforms, including the rationale behind the reforms, the support and training available and appropriate teaching methods (www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=42).

Check regularly for new materials, because the range continues to grow. New materials are also signalled in the monthly delivery newsletter sent out to 14–19 co-ordinators and Diploma leads.

www.dcsf.gov.uk/14-19

■ **Diploma Support**

Provides a huge range of professional development training and support that is available to help you prepare for Diploma delivery. For example, there are free core workshops, information, advice and guidance support and bespoke training.

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

Other useful publications and toolkits

■ **The 14–19 Reforms and You**

This toolkit contains a range of materials summarising the reforms, the reasons for introducing them and the main facts about each of the different qualifications. The materials are designed to be adapted to reflect local circumstances.

www.14-19reforms.co.uk

■ **Delivering 14–19 reform: Next Steps**

This document brings together all the changes to 14–19 education in one place, looks at progress since 2005, and most importantly sets out the next steps and timetable to 2015 to ensure that all young people have the right learning opportunities and the right support to continue in education or training.

Search for it at **www.teachernet.gov.uk/publications**

■ **Design for Success**

The Qualifications and Curriculum Development Agency's detailed guidance includes examples of how to timetable the secondary curriculum to include Diplomas. These models are based on experience, with input from the consortia involved.

www.qcda.gov.uk/25219.aspx



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