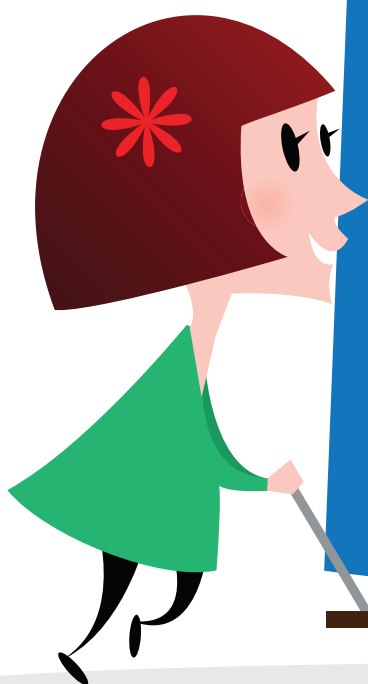




Diploma Gateway 4: Guidance on strategic local planning for the Diploma Entitlement

July 2009





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1. Introduction and summary

1.1 We want to help local authorities as they plan to meet the Diploma Entitlement. This document sets out some key aspects of the planning we expect you will need to undertake. In Gateway 4, we are asking you to tell us how your planning is taking shape, what barriers you face and how we can support you. What you tell us will help us to target our support so that it meets your needs, and enables you to be successful.

1.2 From 2013, 14 -16 year olds will have a statutory entitlement to study a Diploma line out of a choice of the first 14 Diplomas, and 16 -19 year olds out of a choice of 17 Diplomas. Local authorities will be under a statutory duty to secure all young people's access to these lines and maintained schools will have a statutory duty to secure their Key Stage 4 pupils' access to the first 14 lines. Gateway 4 is the first time that consortia can apply to deliver all 17 lines, so you will be able to plan towards the entitlement in a way that has not be possible until now.

1.3 As well as asking local authorities how they are going to meet the entitlement, individual consortia will also submit applications to deliver new lines from 2011 (as they have done for Gateways 1-3). We will publish separate guidance on this in early September. For those familiar with previous Gateways, in Gateway 4 consortia will no longer have to complete Part A and local authorities will no longer have to complete Part C.

1.4 We will also ask you how you are starting to plan towards implementing the Foundation Learning Tier, which is for 14-19 year olds working mostly at Entry level and Level 1. The links with Diplomas are clear: Foundation Diplomas at Level 1 complement FL provision, and Higher Diplomas are a destination for many FL learners. It will also build on and strengthen the collaborative structures for delivering Diplomas. Further information about Foundation Learning is at paragraph 2.7 and 2.8.

1.5 We are asking you, as local authorities, to complete your submission on behalf of your local 14-19 Partnership, which is the strategic body steering 14-19 planning.

1.6 The timetable for Gateway 4 is as follows:

July 2009	This guidance for local authorities published
Sep 2009	Guidance for consortia published
Nov 2009	Submissions from local authorities and applications from consortia submitted
Nov – Jan 2010	Assessments
Feb 2010	Regional Panels
March 2010	Moderation
April	Feedback to local authorities and consortia

1.7 Your regional 14-19 advisers will be able to help you with your planning for Diploma Entitlement.

1.8 This guidance follows the publication of *Diploma Gateway Key Principles* in June 2009 and should be read alongside *Delivering the 2013 Diploma Entitlement* guidance published in July 2009. Diploma planning needs to be part of the wider 14-19 planning and so *14-19 Partnerships and Planning* published in January 2009 may also be a useful reference. Details of weblinks to these documents, and other relevant advice, is at Annex A.

1.9 What Gateway 4 is asking for

We are asking you for a combination of management information and narrative. We are asking you to tell us, through the management information, about your current estimates of the numbers of Diploma learning places you expect to be available for each of the academic years from 2010-11 until 2013-14 inclusive. We are also asking you to describe:

- What you have based your estimated number of learning places on
- How you are working with consortia to secure sufficient capacity to meet learner demand and need, and engaging all schools in consortia arrangements, whether as providers or feeders
- How you are supporting local delivery through IAG; transport and access; employer engagement; facilities; and Diploma administration
- How you will support and monitor the quality of delivery by consortia
- What key barriers or risks to meeting the entitlement you have identified locally and how you are overcoming/managing them
- What kind of support you would find most helpful in your active planning for the Diploma Entitlement

We are asking some separate questions about your preparation for the delivery of Foundation Learning.

1.10 You will be preparing for light touch Progress Checks in October 2009, looking at your strategy and planning across the 14-19 agenda. Gateway 4 takes some elements of this planning into more detail around the Diploma Entitlement and preparing for FL. The accompanying LSC Toolkit, *From Here to Entitlement*, which will be on the LSC website from 4 August, and some of the underpinning thinking to prepare for your Progress Checks, may nevertheless be helpful for Gateway 4.

1.11 Assessment

We will be assessing your submissions against a Red Amber Green (RAG) rating. Some aspects of your submission will not be assessed, but will help us to understand your position better. These are: your explanation of how you are trying to plan the right numbers of places; what barriers and risks you have identified; and what kind of support you would find most helpful.

1.12 Feedback

You will be given feedback on your RAG ratings, and we will make some recommendations to you about future delivery. Your RAG rating and feedback will be treated confidentially.

1.13 Annex B sets out the questions we would like you to respond to on your planning towards the Diploma Entitlement in your submission, along with a RAG grid including questions on Foundation Learning (FL).

2. Context

2.1 This section sets some key aspects of the wider 14-19 reforms which are particularly relevant to your planning for the Diploma Entitlement and delivery of Foundation Learning.

2.2 Diplomas

Diplomas are exciting programmes of study which combine practical and theoretical learning, so that young people have the skills, knowledge and experience to succeed in further and higher education, and employment. The Diploma includes Principal Learning, which is sector specific, Personal Learning and Thinking skills, Functional Skills in mathematics, English and ICT, and Extended Project to develop research and independent thinking skills, and Additional and Specialist Learning to add breadth or depth to a programme of study.

2.3 Raising of the participation age

Diplomas are part of the wider context of 14-19 reforms, which are designed to raise participation and attainment, and deliver better outcomes for young people. This includes the raising of the participation age, which means that all young people need to be in some education or training until at least their 18th birthday by 2015. Diplomas and Foundation Learning are both major elements of the offer to young people.

2.4 The changing role of local authorities

With your 14-19 Partnerships, you have a strategic overview and are able to review provision, commission additional capacity where needed, and monitor delivery. Your leadership role in 14-19 will be enhanced from April 2010 (subject to legislation) when you will assume responsibility for commissioning education provision for 16-19 year olds. This will give you, with the local Children's Trust, commissioning responsibility for all services for children and young people aged 0-19 in their area.

2.5 Phase 4 Diplomas

Phase 4 Diplomas will be available from September 2011, and you will need to include these in your plans to meet the entitlement. This is the first time consortia will be able to apply to deliver the Phase 4 Diplomas. These are Humanities and Social Science; Languages and International Communication; and Science. The Advanced Science Diploma will be available from September 2012. As for all Diploma lines, collaboration is key, and institutions will need to work together to broaden the range of learning opportunities and ensure the curriculum offer is as wide as possible. Applied learning and strong employer engagement remain key to the successful delivery of these lines. Line of learning statements from Diploma Development Partnerships will be published shortly; further details in Annex A.

2.6 Functional Skills

Functional Skills in mathematics, English and ICT are crucial elements of Diplomas and you will need to ensure that they are firmly embedded in Diploma delivery plans. Functional skills will be an integral part of the Key Stage 4 curriculum from 2010. We want all young people to take stand-alone functional skills tests and the new Report Card will reflect this by including achievement of functional skills as part of its attainment element.

2.7 In addition, the Core Entitlement, will come in alongside the Diploma Entitlement in 2013 and will mean that all 16-19 year olds, whatever learning route they follow, will be entitled to study mathematics, English and ICT until they achieve a Level 2 functional skills qualification in each. You will need to consider how many post-16 learners will want to take up this Core Entitlement outside of Diplomas and Apprenticeships.

2.8 Foundation Learning Tier

Foundation Learning (FL) is one of the four learning suites for 14-19 year olds and is an essential part of the 14-19 offer to engage and motivate all young people to learn, as part of the agenda to raise the participation age (see para 2.2). By 2010, all local areas are expected to offer some FL provision for 14-19 year olds, increasing capacity, access and quality thereafter by bringing in all schools, colleges and other relevant providers. You with your 14-19 Partnership will lead this process, building on 14-19 consortia arrangements where appropriate. Given the delivery challenges involved, we are asking now about your progress in implementing the FL to ensure effective and appropriate support is available.

2.9 Foundation Learning comprises personalised learning (incorporating vocational/subject learning, personal and social development and functional skills) at Entry level and Level 1, with a 'wrap-around' of engagement, assessment, IAG and support. You need to build capacity for provision which reflects individual starting points and intended learning destinations e.g. Diplomas, Apprenticeships, or, where appropriate, supported employment or independent living. Learning achievements along the way are 'captured' in qualifications drawn from the Qualifications & Credit Framework. You need to ensure coherence across the age range so FL learners have genuine opportunities for progression. Funding is mainly through the Dedicated Schools Grant in schools and the LSC Learner Responsive stream for 16+ provision. See Annex A for further information sources including new guidance from the LSC/QCDA due out very shortly.

3. Gateway 4 – Planning for the entitlement in 2013

3.1 Practical information about completing your submission

Submissions from Local Authorities and applications from consortia must both be submitted on 25 November 2009 to Cambridge Education, who will be leading on the assessment on behalf of the Department for Children, Schools and Families. Following an initial assessment of all submissions, regional panels in February and a moderation process in March, local authorities and consortia will be informed of the outcome in April.

3.2 The local authority submission will comprise two essential components: an online management information (MI) form and a Word document for which a template will be provided. The online MI can be accessed at <http://gateway.camb-ed.com>. The local authority 14-19 lead has already been provided with a user name and password. If you have forgotten your password or are unsure how to login, please contact diploma.gateway@camb-ed.com. You can input your MI data from early September 2009. The Word template is available for download at <http://www.dcsf.gov.uk/14-19/>

3.3 Your Word document submission must also be uploaded via the MI site, which will only accept a single document. If you want to include a map or diagram, for example, as part of your submission, please embed it in the Word document. The deadline for receipt of both your MI and your Word document is **17:00hrs on 25 November 2009**. It will not be possible to accept late submissions.

3.4 Management information: expected numbers of places

In order to meet the Diploma Entitlement, you will need to develop capacity in line with learner demand and need. This is not an exact science, and we recognise that you will have made some assumptions in your planning to arrive at a 'best estimate', and that those estimates may change over time. However, this initial planning is important in ensuring that the Diploma Entitlement is met.

3.5 In the MI section of your submission, please give us, as a minimum, your current best estimate of the total expected number of Diploma learning places in your area, broken down by individual Diploma lines, for the academic year 2010-2011, 2011-12, 2012-13, and 2013-14. If you are able, it would be helpful if you can also break these down by each level, and by whether places are pre and post 16, but this additional information is not compulsory. You will also be asked to provide information about the demand for, and supply of, Foundation Learning (FL) provision in your area, starting with 2009-10. All of the management information is vitally important, so please complete it as fully and accurately as possible.

3.6 Narrative section

Learner demand and need

In order to meet the Diploma Entitlement, you need to develop capacity in line with projected learner demand and need. You will need to draw on a variety of data such as current learner patterns and needs, intelligence gained from learner engagement, data on young people not in education, employment or training (NEET), and data from the National Apprenticeship Service vacancy matching service. It is important that you model how 14-19 cohorts will be distributed across the four pathways, i.e. the proportion of young people you expect to be doing Diplomas, General Qualifications (GCSE and A level), Apprenticeships, and Foundation Learning.

3.7 Please give us some commentary on the numbers of Diploma places you entered in your MI. As your MI was a best estimate based on planning assumptions, it will be helpful to know what those planning assumptions were. In your response, please give an indication of how you anticipate learner numbers to be distributed across the four pathways. Please set out how you will monitor learner demand so that you can adjust your plans in the light of new evidence. This commentary will not be assessed against a RAG rating.

Planning and securing supply

3.8 You need to work with consortia to ensure that there is sufficient capacity to meet the Diploma Entitlement for all young people in your area. You need to set out how you will roll out each Diploma line across your area to ensure full access. We are asking you to describe how you have engaged consortia to deliver all 17 lines across the local authority with secure access for all young people. You should look at any gaps in capacity and work with consortia to fill those through expanding existing lines and introducing new lines. You should also ensure that you have sufficient high quality provision for pre and post 16 learners with learning difficulties and/or disabilities (LLDD).

3.9 Rolling out high quality, accessible Diploma provision leading to the entitlement requires a significant lead-in time, so all maintained schools should be involved in consortia by Gateway 4, as providers or feeders. You need to identify, support and challenge any schools not yet involved so that they become active members of consortia. In your submission for Gateway 4, please tell us if any schools are not currently in consortia, why that is, and what strategy you have in place for involving them. Please comment also on the extent to which colleges and work based learning providers are involved in consortia in your area.

3.10 We recognise that patterns of provision can sometimes be complex, involving provision in neighbouring local authorities, and that as local authorities vary in size and complexity, Diploma delivery models will vary too. Some scenarios for Diploma delivery are set out on pages 23-25 of *Delivering the Diploma Entitlement*. Please refer to how you are working with other authorities to secure Diploma provision, through cross-border arrangements (both in and out of your authority), and through Sub-Regional Groups.

Support

Information, Advice and Guidance (IAG)

3.11 Diplomas are a key element of the 14-19 offer and we are asking you to describe how you are ensuring that young people, parents and carers are aware of the Diploma route and how it differs from general and vocational options, taking into account the differences between specific Diploma lines. Good quality IAG will challenge gender and other stereotypes, and it is important that young people are encouraged to consider the full range of Diploma options. Please also tell us how you are ensuring a good level of awareness and understanding of Diplomas among teachers and education professionals. You also need to adhere to the 12 IAG Quality Standards.

Transport and access

3.12 To support effective access to the Diploma Entitlement, you will need to plan learning provision carefully and ensure that access to this learning provision is planned at the outset. It is important that you develop solutions to enable learner access that are tailored to local needs, circumstances and the transport infrastructure. Most areas are acting to minimise the movement of learners at the same time as striving to deliver genuine choice for learners. In so doing, they are exploring the potential of alternative solutions, including development of skills centres, residential or mobile provision or peripatetic teachers and lecturers. Diploma delivery presents some particular challenges in rural areas and further details on these challenges and how areas are tackling them can be found in *Delivering 14-19 Reforms in Rural Areas* (details in Annex A).

3.13 Please set out how you have taken transport and access requirements into account when planning your local Diploma delivery model and show what steps you have taken to minimise or manage the movement of young people. You should set out how the local authority 14-19 lead, the local authority transport team, and the consortia lead are working together to find the most appropriate solutions to enable access, and how you are supporting access to Diplomas, including across local authority borders, as learner numbers and lines increase in the run-up to 2013.

Employer engagement

3.14 You need to have a comprehensive employer engagement strategy in place, so that there is appropriate, sufficient and sustainable employer engagement to deliver the Diploma Entitlement. This includes work experience, work placements for teachers and access to employers' facilities. You are well placed to support consortia, with access to employers through, for example, links with the Regional Development Agency and your local Chamber of Commerce. Employers are more likely to respond well to a coherent, strategic level discussion about their involvement in education, and you may be well positioned to co-ordinate and facilitate their involvement with consortia, in partnership with your local Education Business Partnership Organisation.

Facilities

3.15 You need to make sure that consortia have the right facilities to deliver the Diploma Entitlement so that young people can learn in high quality settings. To do this, you need to understand the quantity, quality and capacity of buildings and facilities in your area, identify gaps against each Diploma line, develop a strategy for addressing these and use this information to inform your prioritisation of capital spend. You need to think creatively about all the facilities available including any you can access via other partners, e.g. employers and HE, and existing facilities you may be able to enhance. You need to make sure that facilities have sufficient capacity, are of high quality, and are in the right location to ensure access for young people. More information on facilities can be found at www.dcsf.gov.uk/14-19/capital.

Administration of Diplomas

3.16 Local authorities need to agree with consortia robust arrangements on governance, accountability and roles and responsibilities, so that curriculum planning and the administration of Diplomas are joined up. This will facilitate management of the learners' programmes and data sharing. Local authorities should, therefore, satisfy themselves that the right infrastructure is in place, and that it is effective before learners embark on a Diploma course.

Quality of Diploma provision

3.17 It is essential that Diplomas are delivered to high standards. As strategic commissioners, you should be satisfied that consortia have the capacity and capability to deliver high quality Diplomas. You should consider whether the consortium planning is robust, whether collaborative arrangements are secure, whether the workforce has the knowledge, skills and experience to deliver high quality Diplomas, and whether there is consistency of quality across the whole area. Once Diplomas are being delivered, it is important that you monitor the quality of that provision, supporting and challenging where appropriate.

Foundation Learning Tier

3.18 All areas are expected to deliver some Foundation Learning (FL) provision in 2010. Piloting (14-19) is underway in some areas alongside developmental delivery by 16+ providers in many areas. You need to join this delivery up, so that it forms the basis of coherent FL delivery in 2010, bringing in and adapting existing provision such as the Key Stage 4 Engagement Programme and Entry to Employment for 16-18s. In your submission, you therefore need to focus on 2009-10 and 2010-11, with opportunities for you to describe planning beyond that, in particular with a view to preparing for the raising of the participation age. Support from LSIS, 14-19 Regional Advisers and others should assist in developing your submissions.

4. Barriers and support

4.1 This section will not be assessed. It gives you an opportunity to tell us your main concerns about local Diploma delivery and what support you would find most helpful.

4.2 Barriers and risks

Managing risks to delivery is crucial to good planning. In working towards the Diploma Entitlement, you need to identify and manage the local risks to meeting the Diploma Entitlement. In this section, we are asking you to set out the local risks or barriers to meeting the Diploma Entitlement which you can see at local level, and how you are managing the risks/overcoming the barriers.

4.3 Support

We want to make sure that we target support as effectively as possible, so that it meets the needs of local authorities and consortia as they prepare to meet the Diploma Entitlement. Support is available to both local areas and to consortia to help both to plan for and deliver the Diploma Entitlement. We are asking you what kind of support would be most helpful in ensuring that the entitlement is met in your local area.

Annex A – Helpful Weblinks

DCSF 14–19 home page

<http://www.dcsf.gov.uk/14-19/>

Planning Towards the 2013 Entitlement: *Diploma Gateway Key Principles*

<http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=498&lid=644&ctype=None&ptype=Contents>

Delivering the 2013 Diploma Entitlement

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00708-2009&>

14-9 Partnerships and Planning

<http://www.dcsf.gov.uk/14-19/documents/partnerships%5Fand%5Fplanning%5Fjan09.pdf>

Delivering the Reforms in Rural Areas

<http://www.dcsf.gov.uk/14-19/documents/Delivering%5F14%2D19%5FReforms%5F%20in%5FRural%20Areas.pdf>

Capital funding

<http://www.dcsf.gov.uk.14-19/capital>

IAG 12 Quality Standards

<http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=497&lid=611&ctype=None&ptype=Contents>

Phase 4 Diplomas

Line of learning statements will be available shortly:

<http://www.diploma-in-languages.co.uk/>

<http://www.sciencediploma.co.uk/>

<http://www.humanitiesdiploma.co.uk/>

Line of learning criteria will be available shortly at <http://www.ofqual.org.uk>

Foundation Learning Tier

N.B Further guidance from LSC/QDCA will be available later in the summer.

LSIS Provider Excellence Gateway for support materials

www.excellencegateway.org.uk/page.aspx?o=FLT

www.excellencegateway.org.uk/page.aspx?o=190340

QCDA advice: <http://www.qca.org.uk/flt>

LSC: <http://qfr.lsc.gov.uk/flt> (includes guidance for FLT delivery especially 16+)

Online MI access

<http://gateway.camb-ed.com> (will be live from early September)

Annex B – Local Authority Submission

This sets out the questions we would like your responses to cover, and the RAG ratings. It includes your submission on Foundation Learning Tier.

1 EXPECTED NUMBER OF PLACES

1.1 Anticipating learner demand and need – having robust plans to meet the entitlement, with projection of likely learner demand patterns and need

Describe your plans to show:

- What key data you used to determine the information you provided on the expected Diploma learner places
- What key planning assumptions you made, including, in percentage terms, how you expect the 14-19 cohort will distribute across the four learning pathways
- How you will monitor learner demand to enable adjustment to projections as appropriate

1.2 Planning and securing supply – ensuring sufficient capacity to meet the Diploma Entitlement

1.3 Describe how you:

- Have engaged consortia to ensure there is sufficient capacity to meet the Entitlement
- Have identified gaps in capacity and are working with consortia to ensure these are filled through expanding existing lines and introducing new lines
- Have assessed the sufficiency and quality of provision for pre and post 16 learners with learning difficulties and/or disabilities (LLDD)
- Will ensure that all maintained secondary schools in the area are active members of consortia. Please explain if any schools are not currently engaged in consortia, why that is, and your strategy for changing that. Please describe briefly the extent to which colleges and work based providers are involved in consortia in your area
- What cross-border arrangements you have including through Sub-Regional Groups.

Green	Green/Amber	Amber/Red	Red
<p>Good engagement between LA and consortia</p> <p>Planning has identified gaps in capacity and the LA is working with consortia to ensure gaps are filled.</p> <p>Diploma place planning has taken account of the needs of pre and post 16 SEN/LLDD learners.</p> <p>All maintained schools and are active members of a consortium and there is strong engagement from all colleges and work based providers.</p>	<p>Most consortia are involved in area-wide planning</p> <p>Gaps in capacity have been identified with plans to work with consortia to fill these.</p> <p>Diploma place planning has taken account of the needs of pre and post 16 SEN/LLDD learners.</p> <p>Most maintained schools are active members of a consortium.</p>	<p>Area-wide planning is at an early stage of development</p> <p>Several schools are yet to actively engage as members of a consortium</p>	<p>There is little evidence of area-wide planning</p>

2 SUPPORT

2.1 Information Advice and Guidance – ensuring that learners choose courses which best meet their needs, based on their learning style, aspirations and interests

Describe your strategy to achieve this in all institutions across the area including:

- How young people, parents and carers will understand the options open to them, including Diplomas, and their progression routes to FE, HE and employment
- How young people, parents and carers will understand how the Diploma route differs from general and vocational options
- How specific information on all Diploma lines will be made available to young people, parents and carers
- How you will ensure that gender stereotypes are challenged so that young people are encouraged to consider the full range of Diploma options and find a course to suit their individual needs
- Action to ensure a good level of awareness and understanding of Diplomas among the teachers and education professionals to equip them to deliver the new curriculum and help young people to make considered choices around the full range of options
- How the local authority is meeting, or working towards, the 12 national IAG quality standards (see Annex A)

Green	Green/Amber	Amber/Red	Red
<p>Clear strategic vision for IAG services across 14 – 19 including Diplomas, and effective oversight of IAG delivery.</p> <p>Young people, parents and carers receive high quality information on Diplomas, including line specific information, and progression routes. IAG actively promotes equalities, and challenges stereotypes, including gender stereotypes for Diploma lines</p> <p>Strong awareness and understanding of Diplomas among the local workforce</p> <p>Adherence to the 12 IAG Quality Standards against rigorous self assessment.</p>	<p>Clear strategic vision for IAG services across 14 – 19 including Diplomas, and effective oversight of IAG delivery</p> <p>Generally young people, parents and carers receive good information on Diplomas</p> <p>Local workforce has fair awareness and understanding of Diplomas.</p> <p>Rigorous self assessment against the 12 IAG Quality Standards has revealed no major problems and a clear action plan is in place to address identified weaknesses by July 2010.</p>	<p>LA is developing its vision for IAG services across 14 – 19.</p> <p>Rigorous self assessment against the 12 IAG Quality Standards has revealed significant problems, but there are good quality plans in place to provide assurance that these issues will be addressed by July 2010.</p>	<p>Rigorous self assessment against the 12 IAG Quality Standards has not yet taken place, or, if it has, plans to address it by July 2010 are inadequate.</p>

2.2 Transport and Access – ensuring effective access to the Diploma Entitlement across the area

Describe how you are working with consortia to ensure learner access to Diplomas. Include information on:

- How you are developing a strategic plan for delivery of the Diploma Entitlement and ensuring that access is considered at the outset
- How you are securing learner choice using innovative access solutions and minimising the movement of learners as far as possible, e.g. developing local skills centres, using residential provision and placements, e-learning, mobile provision, peripatetic teachers and lecturers to ensure access.
- How you are using your existing transport provision and infrastructure to deliver access to Diplomas
- How you are identifying gaps in transport provision, both now and looking ahead to 2013, and what steps you are taking to address these gaps.

Green	Green/Amber	Amber/Red	Red
<p>Taken access and transport requirements into account when planning Diploma delivery models and delivery of the Diploma Entitlement, acting as far as possible to minimise movement of learners.</p> <p>Developed a strategic plan for access to the Diploma Entitlement, working collaboratively between the LA 14 – 19 team, transport teams and consortia leads to ensure the best and most sustainable, long-term solutions are put in place</p> <p>Ensured that learners’ reasonable choices in accessing Diploma provision (including across local authority borders) is supported.</p>	<p>Starting to take access and transport requirements into account when planning Diploma delivery models and delivery of the Diploma entitlement, acting as far as possible to minimise movement of learners.</p> <p>In the process of developing a strategic plan for access to the Diploma entitlement and have started collaborative working to ensure that the best and most sustainable solutions are put into place.</p> <p>Have taken some steps to ensure that learner’s reasonable choice in accessing Diploma provision (including across local authority borders) is supported.</p>	<p>Plan to consider access in planning transport provision, but have not yet done so. Plan to minimise movement of learners, but have not put this into action.</p> <p>Little evidence of strategic planning for access to the Diploma entitlement.</p> <p>Have considered the need to ensure that learner’s reasonable choice in accessing Diploma provision (including across local authority borders) is supported, but have not yet taken action to ensure this.</p>	<p>Insufficient evidence that local area has considered access, or taken steps to ensure access, in planning Diploma provision.</p> <p>Have not yet undertaken any planning for access to the Diploma entitlement.</p> <p>Little consideration and lack of an adequate policy about how learner’s reasonable choice in accessing Diplomas (including across local authority borders) is to be supported</p>

2.3 Employer engagement – providing support to consortia to maximise the involvement of employers

Describe your strategy for engaging employers, including:

- How you are ensuring that employers are well represented on the 14 – 19 Partnership
- How you are engaging with consortia to identify any gaps in employer involvement, and ensuring those gaps are filled so that learners will be able to access all components of all Diplomas by 2013.
- How you are supporting employer engagement more generally

Green	Green/Amber	Amber/Red	Red
<p>There is an agreed coherent approach for working with employers, with clearly defined roles and responsibilities</p> <p>Good strategic overview of employer engagement, and strong employer engagement in practice, which will enable learners will be able to access all components of Diplomas by 2013.</p>	<p>Plans for working with employers are well developed.</p> <p>Roles and responsibilities determined but still to be finally agreed</p>	<p>Plan for working with employers is still in the early stages of development.</p> <p>Roles and responsibilities not yet determined.</p>	<p>There is no evidence of any development work between LA and employers relating to the Diplomas.</p>

2.4 Facilities – provision of high quality facilities to learners

Describe your plans for ensuring the provision of facilities for Diploma learners, include information on:

- How you will ensure that there is sufficient capacity and coverage across the area for anticipated learners
- How you will ensure that facilities are of high quality, and are suitable and accessible
- Your strategy for identifying gaps against each Diploma line and how you will address these
- How you will prioritise your capital spend
- Any innovative solutions regarding facilities for example providing access via other partners, employers, HE, or enhancing existing facilities

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Green	Green/Amber	Amber/Red	Red
<p>Conducted an audit of facilities and have a plan for facilities up to 2013 (and beyond) for all 17 Diploma lines, at all three levels, which takes account of:</p> <ul style="list-style-type: none"> (i) the need for high quality specialist and vocational which meet industry and curriculum standards especially for Principle Learning and ASL (ii) projected local take up to ensure capacity meets demand (iv) Sharing of facilities between partners to ensure high quality Diploma delivery enabling access for all and value for money (v) Making best use of all funding streams such as BSF, and ensuring they take account of Diploma needs 	<p>Conducted an audit of facilities. It is developing its plan for facilities up to 2013 for all Diploma lines at all 3 levels taking account of industry and curriculum standards.</p>	<p>Conducted a partial audit of facilities and has made limited progress with its planning.</p>	<p>There is no evidence that the LA has conducted an audit of facilities.</p>

2.5 Diploma Administration – ensuring that learners are given the fullest opportunity to gain their Diploma award

Describe how you are supporting consortia to ensure that exam delivery runs smoothly. Include information on:

- Support you are providing to consortia on curriculum planning and managing individual learners’ programmes
- How you are working with consortia so that they understand the requirements of the different Diploma lines and their components
- How you are working with consortia to ensure that there is sufficient administrative capacity and understanding of the Awarding Body requirements
- Who, within the local authority, is responsible for ensuring that consortia have clear roles and responsibilities, and are managed coherently.

Green	Green/Amber	Amber/Red	Red
<p>Agreement with consortia over the governance of Diploma administration.</p> <p>LA has ensured that there is a named individual in each consortium whose role includes joining up curriculum planning and administration of Diplomas.</p> <p>LA is monitoring delivery of Diploma administration to ensure robust systems are in place.</p>	<p>Determined the arrangements for governance of Diploma administration and has a clear timeframe for agreeing these with consortia. Plans underway to ensure named individuals in each consortium to take responsibility for joining up curriculum planning and administration of Diplomas.</p>	<p>Developing its arrangements for governance of the Diploma administration but there is no evidence of a timeframe for agreement with consortia.</p>	<p>Yet to develop arrangements for governance of the Diploma.</p>

2.6 Quality of Diploma Provision – ensuring high quality provision

Describe your strategy for supporting the high quality of Diploma delivery.

Include information on how you:

- Ensure that Diplomas are delivered to high standards by supporting robust planning and secure collaborative arrangements by consortia.
- Have identified area-wide workforce development needs, and developing plans to ensure that the workforce has the capacity and the right levels of knowledge, skills and experience to deliver high quality Diplomas
- Support the high quality professional development opportunities for staff delivering the Diplomas
- Will monitor the delivery of Diplomas in the run up to the Diploma Entitlement, supporting and challenging where necessary.

Green	Green/Amber	Amber/Red	Red
<p>There is a robust 14 – 19 quality framework in place which takes full account of the need for high quality Diploma delivery. This is regularly monitored and updated.</p> <p>There is good oversight of the robust planning and collaborative arrangements of Diploma delivery.</p> <p>Diploma courses offered to all young people are of high quality, both in terms of inspection grades and value added, and this will be monitored as Diplomas roll out.</p> <p>14-19 workforce strategy takes full account of the relevant skills and experience needed to deliver Diplomas.</p>	<p>There is a robust 14 – 19 quality framework in place which takes full account of the need for high quality Diploma delivery.</p> <p>There is a clear time-line for monitoring.</p> <p>14-19 workforce strategy takes full account of the relevant skills and experience needed to deliver Diplomas.</p>	<p>A 14-19 quality framework is being developed but there is no clear time-line for its implementation subsequent monitoring.</p> <p>14-19 workforce strategy is being developed to take full account of the relevant skills and experience needed to deliver Diplomas.</p>	<p>There is insufficient evidence of the development of a robust quality framework.</p>

3 FURTHER INFORMATION

This section will not be assessed. It gives you an opportunity to tell us about your main concerns about Diploma delivery and what support you would find most helpful

3.1 Barriers and risks

Please identify the main barriers and risks to local delivery of the Diploma Entitlement, with a brief explanation of how you are overcoming the barriers/ managing the risks.

3.2 Support

Support is available to both local authorities and to consortia to help plan for and deliver the Diploma Entitlement. Tell us what support is most effective, whether there are support needs currently not being met, and what support would be most useful in helping prepare for the entitlement so that we can target support in the most effective way.

4 FOUNDATION LEARNING TIER

4.1 Strategic planning and collaborative infrastructure – ensuring delivery in 2010 and beyond

Describe how the Local Authority is:

- securing strategic leadership and collaboration on FL through the 14-19 Partnership
- scoping supply and demand for FL, including plans/schedules for involving all schools/relevant providers in due course
- preparing for collaborative delivery of FL, building on the 14-19 consortia arrangements where appropriate and ensuring coherence and continuity across the 14-19 age range
- working with LSIS to make the most of available support on an area-wide basis

Green	Green/Amber	Amber/Red	Red
<p>14-19 Partnership with appropriate membership to cover FL as part of wider 14-19 reforms and a clear FL policy/project lead</p> <p>FL implementation group in place – where appropriate, building on 14-19 consortia arrangements.</p> <p>LSIS support offer is being planned and coordinated on an area basis</p> <p>FL implementation plan in place, with emphasis on 14-19 coherence, including agreed forecast demand levels/trends; and an agreed schedule for increasing supply</p>	<p>Agreed actions in hand to develop 14-19 Partnership and consortia to encompass FL and a clear FL policy/project lead identified</p> <p>Ongoing work to establish FL implementation group – in particular to develop coherence across 14-19 and to coordinate participation in the LSIS support offer</p> <p>Work underway to develop FL implementation plan; working towards agreeing demand forecasts and schedule for increasing supply</p>	<p>Work underway between schools and 16+ providers to coordinate on Entry level/Level 1 learning with a view to implementing FL</p> <p>An FL lead for the area is sharing policy developments and engaging with the LSIS support offer</p> <p>Initial FL implementation planning started, with work underway to establish rough data on demand and some supply scheduling</p>	<p>Little awareness of FL developments or available support, with no clear FL lead</p> <p>Very limited consideration of implications for 14-19 Partnerships or consortia</p> <p>FL implementation planning not started, no awareness or attempt to join up pre-16 and 16+, little data or evidence identified</p>

4.2 Data on supply and demand

Using the Gateway Management Information portal, once live, and with the support of LSIS and your Regional Adviser, you will provide headline quantitative data for your area on:

- Demand – the number of 14-19s in your area for whom FL might be suitable
- Supply – in each case for both 2009/10 and 2010/11:
 - the number of learners expected to participate in FL
 - the number of learners expected to participate in other non-FL provision at Entry level and Level 1
 - the approximate proportion of schools offering FL
 - the approximate proportion of FE colleges/other relevant providers offering FL

If wished: in your written submission, please feel able to expand on the quantitative data, to let us know, for example:

- any expected trends/changes in demand or supply beyond the years covered by the MI data
- how you've defined the potential FL cohort or determined which schools/other providers are in/out of scope
- any further data breakdowns you think might be helpful, such as 14-16 and 16+

4.3 Further Information

This is not assessed, but will help us to ensure that effective support is available.

Barriers and risks

Please identify the top three risks to FL delivery in your area, with a very brief explanation of your management of those risks

Support

Tell us briefly whether LSIS and other support on FL is meeting needs in your area, focusing on suggestions for improvement

