

## 14-19 Delivery

### *Information and updates for consortia already delivering Diplomas or preparing for delivery in 2010/11 and beyond*

Welcome to the March edition of 14-19 Delivery. This newsletter covers the range of support available, useful information and updates for consortia, both those already delivering Diplomas and functional skills and those preparing for future delivery.

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### 1.1 Early announcement of the Delivery Support Package 2010/11

An [early announcement](#) was issued on 3 March 2010 outlining the key principles of the Local Delivery Support Package to help local areas deliver Diplomas and the wider 14-19 reforms in 2010/11.

Key elements of the support package are:

- The continuation of the local delivery support grant (formerly consortia support grant) to help local areas prepare for delivery of Diplomas and some flexibility to use the grant to support Foundation Learning and Functional Skills delivery, where that meets local needs.
- The continuation of support towards Access and Transport Coordinators in each of the 40 most rural authorities and an increase in the sparsity factor of the Diploma Formula Grant.
- A package of support to develop the workforce
- Consortium Advisers and 14-19 Regional Advisers

Look out for the complete ***Local Delivery Support Guide*** that will be published on the [14-19 Reform website](#) on the **25 March**.

### 1.2 Diploma Gateway 4 – results to consortia

The results from Gateway 4 will be published and sent to consortia at the end of March. Consortia should expect to receive the decisions, a copy of their original applications and the accompanying panel comments. If you haven't received your feedback by 1 April, please contact the Ask gateway mailbox.

We are also offering each consortium an optional phone conversation with an assessor to discuss panel feedback. Please note that if you want to take up this offer you need to book it online through Cambridge Education at the following link [gateway.camb-ed.com](http://gateway.camb-ed.com). The online booking facility will be available from **15 March - 16 April** to arrange your appointment between **12 April and 7 May**.

### 1.3 First review of the qualifications offer for young people

The Joint Advisory Committee for Qualifications Approval (JACQA) was set up in March 2008 and is responsible for advising the Secretary of State (DCSF) on which qualifications aimed at 14-19 year olds should attract public funding. The Secretary of State asked JACQA to carry out biennial reviews of the qualifications offer to assess progress towards the goals set out in the Government's 14-19 Qualifications Strategy.

JACQA has now completed the first Biennial review. It confirms that good progress is being made with increasing activity by Awarding Organisations to develop or align qualifications for the National Routes (Apprenticeships, the Diploma, GCSEs and A Levels, Foundation Learning). Ministers have accepted all seven high-level recommendations made by JACQA including proposals to streamline the learning offer by withdrawing funding from qualifications shown by the review to have consistently recorded low enrolments.

The **DCSF press notice** can be found at [www.dcsf.gov.uk/pns/](http://www.dcsf.gov.uk/pns/)

A copy of the **review** can be downloaded from <http://jacqa.lsc.gov.uk/about/>  
A copy of **Iain Wright's response** to the review can be downloaded [here](#)

#### **1.4 Achievement and attainment table (AAT) points**

Every Diploma component qualification including the Additional and Specialist Learning (ASL) attracts AAT points in exactly the same way as all other qualifications. The qualifications that learners have achieved within Key Stage 4 will attract AAT points and will be counted in the relevant tables. For example: achievement of individual components of the level 2 Diploma will contribute to the indicators in the Key Stage 4 Achievement and Attainment Tables, even where pupils have not completed their Diploma. That includes both the CVA and 'raw' attainment indicators.

The performance points for all qualifications in the Diploma can be viewed by visiting the NDAQ site and browsing the Diploma qualifications. For more information, visit: [www.qcda.gov.uk/](http://www.qcda.gov.uk/) and [www.accreditedqualifications.org.uk/](http://www.accreditedqualifications.org.uk/).

#### **1.5 Delivering the 2010 September Guarantee**

The September Guarantee is a commitment to offer a suitable place in education or training to all young people reaching the statutory school leaving age in either 2009 or 2010. Local authorities through their Children's Trusts and 14-19 Partnerships are responsible for ensuring that all 16 and 17 year olds receive a suitable offer. The transfer of responsibility for securing learning provision for 16-19 year olds to local authorities this year, means that, for the first time, they will have responsibility for all the levers for delivering the Guarantee.

The [DCSF guidance](#) sets out the actions local authorities are expected to take, in partnership with schools, post-16 learning providers and youth support services.

#### **1.6 Evaluation of the 14-19 Prospectus and Common Application Process**

DCSF has commissioned LSN to evaluate the 14-19 Prospectus and the Common Application Process CAP and this work is currently under way. The project aims to evaluate the development the 14-19 Prospectuses across the country, including identifying how many Prospectuses offer young people the ability to apply on-line through the CAP both currently and for 2010-11, and capture good practice. More details can be found on the: [Research website](#).

We would like to take this opportunity to thank you in advance for your participation in this evaluation which is due to report in the summer.

#### **1.7 YPLA finance guidance**

This [Guidance Note](#) describes the financial considerations of the Young Peoples Learning Agency's (YPLA) handover to local authorities of responsibility for funding 16-19 learning in England from 1 April 2010.

The *Guidance Note* is intended to support local authorities' receipt of 16-19 funding allocated by the YPLA to colleges and learning providers for the four months ending 31 July 2010. It explains the form of funding agreements under which these allocations being transferred to local authorities and how local authorities should pay funds onwards to colleges and learning providers. It also sets out local authorities'

responsibilities for gaining assurance over the use of YPLA funds, accounting to the YPLA for its funds and the financial monitoring of sixth form colleges.

## 1.8 Guide to Enterprise Education

14-19 Reform Minister, Iain Wright has recently launched a new '*Guide to Enterprise Education*'. The Guide gives advice to schools and examples of good practice, showing how they can embed Enterprise Education across the curriculum making it effective, engaging and successful for young people. It highlights good practice up and down the country, giving real life examples of how enterprise education can really work for both students and teachers. To access this guide, please follow this link: [www.dcsf.gov.uk/14-19/](http://www.dcsf.gov.uk/14-19/)

## 1.9 Policy update to Providers of Entry to Employment (E2E)

The work of Entry to Employment providers is central to our reform ambitions for helping all young people to prepare for further/higher education and employment. E2E has contributed to engaging young people in worthwhile learning experiences over some years. Of key importance this year are changes in 16-18 commissioning processes and the transition to Foundation Learning, with its emphasis on flexible recognition as a key ingredient for increase progression rates.

This [policy document](#) aims to highlight for E2E providers key messages in respect of the 2010 January Guarantee, the Youth Community Action initiative and transition from E2E to Foundation Learning. It summarises delivery expectations as well as signposting to support that will help providers to make 2010 a success for all.

## 1.10 Raising awareness of RPA

A campaign to raise awareness of the implications of Raising of the Participation Age (RPA), aimed at the education workforce, was launched on Monday 08 March.

A number of **toolkits** is also available, for local authorities and for the schools and college audience. These will help to provide staff, students, parents and employers with coherent and consistent information about the reforms. The toolkits will be available to order from Prolog, on 0845 60 222 60, quoting the following reference:

- *14-19 Toolkit* for local authorities – (reference 00272-2010BKT-EN)
- *Participation Toolkit* – (reference 00270-2010BKT-EN)
- *Foundation Learning Toolkit* for schools – (reference 00273-2010BKT-EN)
- *Foundation Learning Toolkit* for colleges/learning providers) – (reference 00271-2010BKT-EN)

DCSF have also produced a series of short, inspiring **films** which are hosted [online](#). The education workforce will be driven to the films through an online **advertising** and **e-marketing** campaign. More information on the 14-19 reforms and RPA can be found here: [www.dcsf.gov.uk/14-19/raisingparticipationage](http://www.dcsf.gov.uk/14-19/raisingparticipationage)

## 2 Central support package

### 2.1 New careers subject resources from TDA

The TDA recently commissioned a series of new online resources to help teachers introduce a careers dimension into Key Stage 3 and 4 subject delivery. The resources provide practical careers related activities that link with elements of the English, history and modern foreign languages curricula.

- **English resources** will help students explore definitions of work and career options and use class texts and the media to explore and research potential careers.
- **History resources** demonstrate how the skills and knowledge developed by studying the history curriculum can be applied to a number of career opportunities, such as law and journalism.
- **Modern foreign languages resources** provide lesson plans for years 7 to 11 in Spanish, French and German. Teachers can introduce students to the world of work through familiar brands and logo's. Activities also demonstrate a wide range of jobs requiring language skills by using practical examples such as job adverts and CVs.

The careers subject resources complement the TDA's existing online continuing professional development (CPD) materials aimed at helping teachers provide career-related information, advice and guidance (IAG). These resources - clarify the recent 14–19 curriculum reforms, identify sources of specialist IAG; and explain how learning routes through the 14–19 phase have expanded. You can access all the resources, or read more about career related IAG on TDA website: [www.tda.gov.uk/teachers/iag](http://www.tda.gov.uk/teachers/iag)

### 2.2 FSSP news update

#### ***New functional skills training modules from FSSP***

Three brand new training modules are due to be released this month. The three new modules are *Supporting the Development of Functionality in* 1) *English*; 2) *ICT*; and 3) *Maths*. They focus on moving practitioners on in their journey from good to excellent delivery to learners. They take account of different pedagogical approaches to learning and new thinking around FS. A full list of training modules can be found [here](#).

#### ***Functional Skills Support Programme network events and open sessions***

FSSP for the post-16 sector will be running its next round of [network events](#) this month. These free events provide an excellent opportunity for practitioner networking and planning. The agenda includes a range of regional speakers from across the post-16 sector and an update from QCDA.

FSSP are continuing to hold [open training sessions](#) over the next two months for practitioners preparing for functional skills roll-out. Open sessions include *functional skills in the context of Diplomas, Apprenticeships and Foundation Learning* and also specific sessions on the newly published *functional skills regulatory criteria*.

#### ***Self evaluation tables***

To help schools identify how ready they are for functional skills there are self-evaluation tables in word format for easy adaptation. Download [here](#).

## **New FSSP publications and WBL event available in March 2010**

Several new FSSP publications to help practitioners prepare for functional skills delivery will be available later this month including:

- **Functional English: Speaking, listening and communication:** Provides guidance to practitioners new to functional skills English, particularly the speaking, listening and communication component.
- **Leading on FS in a Diploma Consortium:** Provides advice and guidance on how to deal with the challenges that those leading on FS in a Diploma Consortium may face.
- **Functional Skills in Work-Based learning:** Outlines the importance of functional skills for those involved with Work-based learning. Case studies are included to illustrate the main sections of the document, including preparing for FS, delivering FS and assessing FS.

**Work based learning publication launch events** are also planned for later this month and offering the chance to find out how the publication was produced, including an update from case study authors. There will also be a chance to discuss experiences in delivering functional skills and build up a WBL network. For more details, [click here](#).

## **2.3 National Strategies update**

### **New guidance**

[Leadership module](#) for functional skills is now live. It is a web-based resource which supports subject leadership, senior leadership and leadership across a consortium.

[Effective CPD](#) is now live. It is an e-learning module offering scenarios to support the development of professional learning for implementing functional skills.

['Functional skills in subjects'](#) series of 11 booklets have now been released.

### **E-learning modules**

The e-learning modules 1 – 4 have been repurposed with an extensive amount of new practical material. [Click here](#) and select functional skills.

For further information about NS support for functional skills please email:

[functionalskills@nationalstrategies.co.uk](mailto:functionalskills@nationalstrategies.co.uk) or [secondary@nationalstrategies.co.uk](mailto:secondary@nationalstrategies.co.uk)

Telephone: 0118 918 2820 or 0118 918 2830 (Oona Butler and Lucy Roff).

## **2.4 Leadership and Management Development Programme update**

### **Shaping the future of support**

LSIS would like to hear the views from Consortium Leads who have engaged in the 14-19 Leadership and Management Development Programme (LMDP). ORC International is conducting an evaluation on behalf of LSIS, with the aim to:

- Explore the use and impact of the 14-19 LMDP and the services available.
- Explore the factors that determine the effectiveness of support.
- Provide areas for improvement and other learning points for LSIS/National College.

Please [click here](#) to get involved. The closing date is **5pm 16<sup>th</sup> March 2010**. If you have any queries please email: [lauren.sadler@orc.co.uk](mailto:lauren.sadler@orc.co.uk) or call 0161 888 8011.

### **Support in the summer term for leaders and managers**

The LMDP will be continuing throughout the summer term 2010. For further information about your Consortium Adviser and the services they can offer, peer support, resources and the in-depth help available, go to: [www.14-19support.org/lmdp](http://www.14-19support.org/lmdp)

In addition to the Consortium Support Conversations and additional support given by Consortium Advisers, in the last months there have been:

- More activities with expert Leadership Consultants on themes such as strategy and vision, collaborative leadership, collaborative quality assurance, implementation planning and equality and diversity.
- Increased regional activity such as conferences and network meetings involving local authorities along with consortium leads.

## **2.5 LSIS support for practitioners**

### ***Mentoring – a problem-solving strategy to support innovation and change***

A new mentoring resource is available from 14-19 Workforce Support. It will support practitioners to use a mentoring approach to problem solving and improve their Diploma delivery. The three stage mentoring model provides a structured approach to holding professional conversations with colleagues to solve issues of mutual interest. It complements our [coaching skills and techniques](#) face-to-face session and includes video clips of a consortium working through the process. See the resource [here](#).

### ***Inside the Workplace***

[Inside the Workplace](#) workshops in employer venues are available to book now across the country. All events are fully funded and will allow practitioners to:

- develop practical ideas for applied learning and employer engagement
- discover ways to embed work-related learning into Diploma delivery
- create an exciting and inspiring programme for learners.

### ***Diploma regional network meetings – spring dates announced***

New regional network meetings are available now to book across the country throughout the spring. The networks are line specific and are the ideal place for anyone involved in the Diploma to discuss experiences and learn more about their line of learning. They are led by experienced network leads and often attended by representatives from employers within the sector and the DDP. Read more [here](#).

### ***Foundation Learning Support for schools, new modules***

Two support modules are available for schools that are introducing Foundation Learning this September and for curriculum leaders who are responsible for growing team knowledge about Foundation Learning. Find out more by [clicking here](#).

### ***New information, advice and guidance (IAG) My Development activity***

A new continuing professional development (CPD) resource is available that will enable any practitioner with a role to play in providing one-to-one support to learners, who is not an IAG specialist, to develop their understanding of IAG and careers education. Find out more: [www.diploma-support.org/resourcesandtools/](http://www.diploma-support.org/resourcesandtools/)

## **2.6 Education and Employers Taskforce update**

### **Report launched: *What is to be gained through partnership?***

'*What is to be gained through partnership?*' has been launched by the Education and Employers Taskforce this month. The report looks at the academic research and

survey data to explore why and how, young people, schools and employers can benefit from partnership.

The findings provide a powerful argument for the effectiveness of Diploma teaching approach. The report shows real links between employer involvement and success in exams and development of the employability skills most valued in the labour market. For a copy please email: [Carol Glover](mailto:Carol.Glover@educationandemployers.org).

### **Other research publications**

On 1 February the Taskforce released four research papers which collectively provide significant new data on the value of partnerships. For the full reports visit the Taskforce research pages at: [www.educationandemployers.org/](http://www.educationandemployers.org/)

- **IEBE DCSF work experience impact measures report.** IEBE's 2008 survey of 15,000 young people who had recently completed work experience shows that pupils overwhelmingly value their work placements and see them as having positive impacts on their motivation to learn at school
- **BITC Edcoms 2007 survey of 400 school leaders.** BITC's survey of 400 school leaders, split evenly between primary and secondary schools, shows a vast majority wanting more engagement from employers and seeing real benefits in collaboration.
- **Cool Careers Culture Widens the UK's Skills Gap.** B-live's survey of the careers aspirations of young people highlights a disjuncture between job goals and labour market realities.
- **Work experience versus part-time employment** is a rare public analysis of the impact of work experience and part-time work on young people drawing on data from large scale longitudinal studies.
- Also published this month is Guidance for commissioners of evaluation of education-employer initiatives

## 3 Awarding body support

### 3.1 AQA-City & Guilds support update

#### **AQA-City & Guilds Domain Assessor training**

AQA-City and Guilds have added another date for the Domain Assessor Event on **Friday 26 March**. These free training sessions will help consortia with their quality assurance process across all lines of learning and learn more about internal assessment carried out on the Principal Learning and Project components. To book onto an event visit: [www.diplomainfo.org.uk](http://www.diplomainfo.org.uk).

#### **Functional Skills Seminars**

City & Guilds is running a series of free [Functional Skills Seminars](#) that will provide:

- An overview of the qualifications for functional English, mathematics and ICT
- An update on their pilot programme
- A first look at the new onscreen assessments
- Showcase the support for centres including new teaching and learning materials.

## 3.2 OCR support update

### ***OCR Principal Learning in Sport and Active Leisure, Level 3 Accredited***

OCR is now accredited to offer Principal Learning in Sport and Active Leisure, Level 3 for first teaching from September 2010. Details of the units for Sport and Active Leisure, Levels 1, 2 and 3 are available to download from the [website](#).

### ***Diploma Consultancy Model Assignment Service***

The *Diploma Consultancy Model Assignment Service* is a new email-based service available for all OCR Diplomas. This service is managed by OCR's consultants, who can provide guidance on Diploma Principal Learning controlled assessment, including:

- Approval of centre-designed model assignments to ensure that they match the requirements of the unit(s)
- The requirements of the Principal Learning units
- Combinations of units and model assignments
- Task setting within model assignment design.

To access this service, please click [here](#) for the Diploma Consultancy Model Assignment Service form, and then email the completed form to: [caconsultancy@ocr.org.uk](mailto:caconsultancy@ocr.org.uk)

### ***OCR Projects***

OCR Project qualification aims to inspire and motivate learners by giving them flexibility and choice in the selection of their project topic, how they tailor their project to fit their individual needs and how they present the final outcome. This could be in the format of a report, design, performance, investigation or dissertation (at Level 3). For further information about OCR Project qualifications, visit [www.ocr.org.uk/projects](http://www.ocr.org.uk/projects)

### ***New draft Functional Skills Specifications Online***

Download the new draft *Centre Handbook/Specifications* and sample assessment materials by visiting the OCR website: [www.ocr.org.uk/functionalskills](http://www.ocr.org.uk/functionalskills)

### ***Functional skills, September 2010 – get ahead in your preparation***

OCR has two more assessment windows in May and June which means you can get ahead in your preparation for the qualifications' full implementation from September. The May assessment entry window is open 9 March – 9 April. The entry window for June assessment is 12 April - 14 May. Register here: [www.ocr.org.uk/functionalskills](http://www.ocr.org.uk/functionalskills)

## 3.3 Edexcel support update

### ***Developing Assignments and Assessing Learners- new series of training events***

To get practical help with developing assignments, improving your understanding of how to assess learners using standardisation exercises and understanding the role of Domain assessors; Edexcel's new series of events aims to do just that. For more information on dates and locations please check the [Diploma Training Directory](#).

### ***Moderation training for Domain Assessors***

Edexcel will continue to run free training days for Domain Assessors. By the end of the day Domain Assessors will have a clear understanding of how learner work will be moderated, which will enable them to ensure that assessors within their consortium are assessing to the required standard. For more details, visit the: [Edexcel website](#).

### ***Edexcel Diploma Learner Tracking***

Edexcel has announced the new Diploma Learner Tracking system. It provides an overview of component entries and identifies what will prevent a learner from aggregating. The system is accessible by any delegated user, enabling interaction across the consortium or Local Authority. Diploma Learner Tracking can be accessed through your Edexcel Online account when you choose Edexcel to be your Diploma Awarding Body. For more information please see the [Edexcel website](#).

### ***Live Diploma webcasts***

Edexcel invites you to join one of their three live and interactive online training webcast events to get the answer to the questions you ask most frequently. These three sessions will be repeated on a monthly basis:

- **Understanding the Assessment of Principal Learning:** You will learn how to use the specification and tutor support materials to produce secure assessment outcomes and prepare learner work for external moderation. This session will outline what you can expect from the assessment cycle for Principal Learning.
- **Diploma Administration:** You will get an introduction to the Diploma administrative processes, DAS and Edexcel Diploma Learner Tracking.
- **Top 10 Tips for Successful Diploma Delivery:** You will get a checklist of actions to support positive outcomes for Diploma learners.

For more information on these events, visit the training page on the [Edexcel website](#).

### ***Feedback on the January 2010 assessment series and forward planning***

Edexcel has a series of full day events that will provide feedback on the January 2010 assessment series. Designed for those involved in marking and moderation, delegates will also consider potential areas for improvement in student performance, examine a wide range of student responses, have an opportunity for trial marking, and address common issues. For more information visit the: [Edexcel Diploma Training Directory](#).

### ***Hair and Beauty Studies launch***

Work is underway to complete the development of the Principal Learning specification for Hair and Beauty Studies at Levels 1, 2 and 3 ready for full accreditation by June 2010 first teaching from September 2010. Edexcel are holding events to provide detailed information on all the support and advice we provide. [Click here](#) for details.

## **4 QCDA & CIEA support update**

### **4.1 QCDA support update**

#### ***Summer 2010 Diploma Awarding***

Following recent QCDA centre support visits, every Diploma centre can expect to receive a tailored report identifying any gaps in their arrangements for claiming Diplomas this summer, and offering guidance on how these can be addressed.

For more information on Diploma awarding, visit: [www.qcda.gov.uk/](http://www.qcda.gov.uk/) and [www.diploma-support.org/nutsandboltsguides](http://www.diploma-support.org/nutsandboltsguides). If you have detailed questions about Diploma administration call QCDA's dedicated Diploma helpdesk on 0300 100 0100 or email [diploma@qcda.gov.uk](mailto:diploma@qcda.gov.uk).

### ***Diploma aggregation service (DAS) Release 4***

QCDA is improving the functionality to the *Diploma aggregation service* (DAS), with 'Release 4' of the service later this year. This is part of QCDA's continuous improvement plan to develop a system that is led by user insight and feedback.

A new 'Planned Programme of Study' feature will be added to DAS to enable centres to validate learners' programmes of study. It will follow the same principles as the *Diploma validator* tool and will be just as simple and easy to use. The main user of this new feature will be the centre's Diploma curriculum planner, so this will mean extending the use of DAS within centres. Look out for more information about Release 4 on the [QCDA website](#).

### ***New version of ASL catalogues live now***

Curriculum planners are being urged to use the latest version of the ASL catalogues which have just been published on the National Database for Accredited Qualifications (NDAQ). NDAQ now holds catalogues for all Phase 1 and 2 Diploma lines of learning, available for teaching now, and all Phase 3 lines of learning, available for first teaching from September 2010.

Within each Diploma catalogue, users can view the principal learning and project qualifications available. You can also access a full list of the functional skills and additional and specialist learning (ASL) options for the line of learning and level. Users can also search for ASL qualifications using the filter option on the main search tab. Centres should use the [Diploma catalogues](#) to identify the qualifications and valid combinations of qualifications to build appropriate Diploma programmes for learners.

### ***Take part in Advanced Diploma in science consultation***

The Advanced Diploma in science consultation, which includes focus groups and an online questionnaire, gives you the chance to share your views on the draft statement. The findings will inform the final documents that awarding bodies will use to create principal learning qualification specifications. [Click here](#) to find out more.

### ***Applied learning brought to life***

A new series of applied learning case studies is available. Featuring booklets split by line of learning, they cover each level in the phase 2 Diplomas. The new documents add to an existing brochure which includes case studies for the phase 1 Diplomas. Access the case studies from [www.qcda.gov.uk/](http://www.qcda.gov.uk/). You can also access video applied learning case studies from the site, which include a new one focusing on hospitality.

### ***Visit QCDA at Diploma conference in Birmingham***

There's still time to sign up for the Delivering Diplomas conference taking place on **18 March** in Birmingham. *Delivering Diplomas: sustaining delivery* will include keynote speeches from industry experts, including QCDA's Teresa Bergin. To find out more visit [www.deliveringdiplomas.com](http://www.deliveringdiplomas.com)

### ***Embed equalities into Diploma***

Find out how to embed equality across all Diploma components, at the curriculum planning stages and in its delivery, in new guidance which has been published. You can access the document from [www.qcda.gov.uk/diploma](http://www.qcda.gov.uk/diploma)

### ***Discover Diploma progression routes***

Fresh examples of how students can tailor Diplomas to suit their needs and progress in different directions are available now, in new [progression illustrations](#).

## 4.2 Chartered Institute of Educational Assessors (CIEA) support

### ***Free trial membership offer from the CIEA***

The CIEA contributes directly towards improving the quality of assessment within schools or colleges. Help and support is offered via a suite of assessment-related tools and resources that focus on key topics including *Assessment for Learning*, *Assessing Pupils' Progress*, improving whole-school assessment practice and diploma-specific internal assessment information and advice.

The CIEA is offering a one-month free trial membership so that your school or college can sample membership first-hand. The free trial will include unlimited access to all of the CIEAs online assessment tools and resources. This is a limited offer and will only be available to readers of this newsletter. To activate your free trial please call 0845 6722123 or email [info@ciea.org.uk](mailto:info@ciea.org.uk) quoting 'DCSF10'.

### ***CIEA National Assessment Conference***

The CIEA will hold its fourth *National Assessment conference* in London on 16-17 July 2010. The conference theme is 'Policy into Practice'. It will focus on the practical aspects of implementing government policy and on assessments within primary, secondary and tertiary (including Diplomas) sectors. Find out more [here](#).

### ***New Assessment for Learning (AfL) quality standards tool***

Developed with the DCSF and the National Strategies, this new quality standards tool is designed to help schools review their progress in developing and embedding AfL, as well as securing effective use of Assessing Pupils' Progress (APP). It will provide your school with a summary of your strengths and areas for development. There is a primary and secondary version which you can access by registering using the link below. [Click here](#) to register and start using the AfL Quality Standards Tool.

### ***Accredited Diploma Assessment Training with the CIEA***

CIEA in conjunction with the QCDA and Diploma awarding bodies, has devised and developed a range of Diploma assessment support for consortia. This support is provided to underpin the Lead and Domain Assessor roles in assessment which will help you manage and quality assure the internal assessment requirements for the Diploma. The training is aimed at those individuals involved in the internal assessment of the Diploma and who currently are or will be working in the role of either a Lead or Domain Assessor. Find out more here: [www.ciea.org.uk/training\\_and\\_qualifications/](http://www.ciea.org.uk/training_and_qualifications/)

## 5 DDP Support / Line specific activity

### **5.1 New business champion for Manufacturing and Product Design (MPD)**

Malcolm Little, joint Managing Director of Advanced Dynamics, has recently stepped forward to get involved with delivery of the MPD. As a result, students and teachers at the Bradford Academy have been given the opportunity to work hand in hand with print and packaging machinery specialist, Advanced Dynamics. To find out more about employer engagement in Bradford, click here: [www.manufacturingdiploma.com/](http://www.manufacturingdiploma.com/)

### **5.2 Nampak Plastics Europe gives a lesson in high-tech manufacturing**

Nampak Plastics Europe has opened its doors to teachers in a series of Continual Professional Development (CPD) around the country. Nampak held the first two days

at its factories in Essex and Gloucestershire. Teachers of the Diploma in MPD were given an insight into sustainability issues, the blow moulding process and the complete manufacturing process. Future CPD events for teachers are planned in Palmers Green in North London on 19th March, and in Trafford on the 28th April. To book your place, please email: [Michele.Wilson@eu.nampak.com](mailto:Michele.Wilson@eu.nampak.com).

### **5.3 Diploma in IT conference attracts top employer support**

E-skills UK demonstrated strong employer support for the Diploma in IT at its recent conference for practitioners. Brendon Riley, General Manager of IBM, North East Europe, opened the event, stating that employer involvement with the qualification is one of the best ways to make it relevant and attractive to young people. Over 200 teachers attended, hearing from Diploma in IT practitioners and students who shared their experiences of the qualification so far. Register for Diploma in IT updates here: [www.e-skills.com/](http://www.e-skills.com/). For resources to support the delivery, visit: [Diploma in IT website](#).

### **5.4 A day in the life of... Diploma in Sport and Active Leisure (SAL) DVD**

With the launch of the Diploma in Sport and Active Leisure (SAL) in 2010, the DDP have produced a DVD for schools and colleges to show potential students and parents on choices evenings and careers days. The DVD will give viewers further insight into the SAL industry and its associated job roles and realistic work related learning opportunities. The film focuses on a day in the life of Joe, a fictional Diploma student, who is experiencing his first day on the Diploma. He learns about the activities he can expect to experience as well as seeing the typical types of careers available when progressing from the Diploma. The DVD is now available to view or order [here](#).

### **5.5 Fast track tourism degrees for Advanced Travel & Tourism students**

Students who successfully complete the Advanced Diploma in Travel & Tourism (T&T) and want to progress further will be able to take a 2 year accelerated tourism degree at many universities throughout the UK. The tourism management degree was initially piloted at the universities of Staffordshire, Derby, Leeds Metropolitan, Northampton and the Medway Partnership in Kent, but will soon be widely available, compressing a three-year degree into two years. To find out more about the Advanced Diploma in T&T, visit: [www.tandtdiploma.co.uk/](http://www.tandtdiploma.co.uk/)

### **5.6 Hospitality Diploma news**

70 hospitality students from the Open Opportunity Consortium in Norwich, including Diploma in Hospitality learners, recently took over the Holiday Inn Norwich North hotel for two days, undertaking all of the tasks associated with running a major city hotel including reception, housekeeping, food preparation and service, with the hotel staff on hand to step in and assist only if required. Students on the Hospitality Higher Diploma were in charge of housekeeping and worked in food service along with students on the Advanced Diploma. To find out more visit the [news webpage](#).