



Briefing

AoC Middle Managers' Briefing 2/07

8 June 2007

To: Middle Managers

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1. Diploma Update

QCA/AOC Qualifications panels

At the joint AoC/ DfES Regional Diploma workshops in spring, delegates provided detailed feedback on the qualifications and on colleges perceived training support needs for implementing the Diploma. This feedback was written up by AoC, and two reports have been produced, which we would now like to share with colleges. These follow as **Appendix 1 and 2**.

At the workshops, AoC recruited a number of expert college practitioners for each of the first five Diploma lines of learning, and QCA set up five panels to which these curriculum experts were invited. The panels met in May 2007. Each Awarding Body presented their whole draft qualification for each level for detailed scrutiny by the college curriculum experts. The results have been taken forward to Awarding Body meetings, to inform the final drafts of the qualification which will appear in September 2007. AoC is working with QCA to set up ongoing panels with colleges for the remaining lines of learning, and we will shortly be recruiting college expert practitioners for these panels.

Training Needs Analysis

AoC has provided DfES and QIA with the "Training Needs Analysis", so that the messages from colleges can inform the training programmes and Diploma support which is being planned by QIA and its partner agencies. It is expected that there will be feedback arrangements set up, similar to the qualifications panels, to enable colleges to make continuous input into the plans being made. We will keep college curriculum staff and staff development officers up-to-date with these arrangements.

If you would like to discuss any aspect of the Diplomas please contact Susan O'Halloran, Senior Quality Advisor at susan_ohalloran@aoc.co.uk.

2. Diploma Update Appendix 1 - Messages from the DfES/AoC Diploma Workshops: content, deliverability, and progression

NB: training and development are being analysed in a separate document which will be circulated at a late date

Context

- The AoC/DfES Diploma Workshops were set up for colleges to view the early drafts of the Diploma qualifications as prepared by awarding bodies. College practitioners were encouraged to provide comments on the draft qualifications before they were delivered to QCA on 30 April 2007.
- Incomplete drafts were shared with colleges at the early workshops held in February 2007 and March 2007, however awarding bodies were able to explain and discuss the criteria contained in the content statements from the Diploma Delivery Partnerships (DDPs) in order to gain feedback from practitioners. By the later workshop, attendees were able to view samples of the qualifications for each line of learning.
- The timing of the workshop means that the feedback we have gathered is taken at a particular point in time when the qualifications are still largely an unknown quantity for the practitioners. Only the Principal Learning was available, and sight of the Additional Specialised units may well change the picture. It may well be that the qualifications as they appear in September 2007, will be found to address some of the concerns expressed at this stage. However we felt it important to give the feedback now, as some concerns are rather serious, and it is as well to have early warning in order to avoid some avoidable mistakes.
- There was considerable disappointment expressed by those present that the college experts in curriculum and in delivery to the learner groups, which are the targets of the Diploma, have not previously been invited to be actively involved in the development of the qualifications at a formative stage. They believe this would have provided the opportunity to have a greater influence on the development of qualifications that will really work towards their intended purposes.
- However, those at the workshop were also very pleased that they were being invited to have an input at this late stage. Attendees felt that if they were brought into the process of qualifications development from now on, some big mistakes could be avoided, especially a repetition of past failures to make an alternative pathway to employment and HE between NVQ and A level, and to address the low participation at 16-17.

Evidence base

The conclusions are based on two data gathering exercises carried out at the DfES / AoC Diploma Workshops:

- A plenary report of three main messages from each line of learning, from each of the nine workshops from January to March 2007.
- Messages on the criteria and qualification samples from each individual attendee – totalling in excess of 800 workshop feedback forms completed by expert college practitioners.

AoC Regional Directors chaired the workshops, and AoC national office staff attended all the workshops as observers and facilitators.

We have collated and analysed the feedback from these workshops and have picked out the main messages that emerge, both the general messages about the way the qualifications and criteria look, and specific feedback about each of the five Diploma lines. The feedback focused on content, deliverability and progression.

We have also reflected upon positive action which QCA and the Awarding Bodies might take to rectify, or mitigate, the potential problems highlighted. These are presented here as AoC recommendations.

Common and generic concerns

The Diploma is a new qualification. Through its breadth, and the 'blend of theoretical and practical learning' it aims to embody, its purpose is to provide a pathway between GCSE/ A levels on the one side and NVQ/Apprenticeships on the other.

It aims to be a vehicle for increasing participation (i.e. involving **new learners** at 16-18) and also to provide for existing learner groups a route to higher level skills needed in the economy, for HE and the employer.

The main generic concern expressed is whether the Diploma will attract learners from any of these groups:

- 16-17 year olds not in education, employment or training (NEETS) and (15% of potential learners)
- Pupils in school at risk of achieving below 5-grade A-C GCSE (40+% + of 14-16 learners)
- 16-18 students/pupils in schools and colleges on vocational level 2 courses (BTec First; Vocational GCSE)
- 16-18 pupils/students on A level or BND courses

In other words, the question is asked, "Why would any learner choose the diplomas?"

Practitioners commenting on all the lines of learning made similar points about this: **the potentially new learners** (NEETS) will not be attracted because the Diploma at level 1 (and 2) is too 'big', not unitised or flexible, and insufficiently practical and activity-based.

Existing learners on current level 2 and 3 programmes must have an incentive to shift. The current pathways (GCSE/A level and BTec First/BND) are strong and credible. They provide understood and reliable progression routes to HE . Furthermore, many of the existing qualifications, including BNDs, have links with professional training (and to Foundation Degrees) which make them routes to employment which are popular with employers and learners. HE recognises these qualifications in their admissions information and the UCAS tariffs are known.

The additional value and distinctiveness of the Diploma as compared with other precursor programmes (GNVQ, Applied A levels, Curriculum 2000) and with current successful qualifications, (BND) is widely questioned.

Although the message from DfES is that the Diploma is distinctive and exciting 'applied learning', the criteria and the sample qualifications we have seen so far, do not reflect this. They are vague, bland and theoretical in a dry and uninspiring way, and practitioners from the colleges expressed a concern there is a danger of them being interpreted and delivered as classroom based programmes in schools, which will not deliver the motivation and skills, and the new direction intended.

It was felt that one of the reasons for this problem is that the criteria seem in some cases to have conflated the concept of **breadth** (i.e. the requirement that a learner studies more than one specialist area in a chosen line of learning) with the idea of **generality**.

The workshops also noted a number of more detailed common concerns about guided learning hours; there are too many hours allocated to level 2. Colleges aim to progress 16+ students through level 2 in one year.

The balance between Principle Learning and Additional Specialist Learning is worrying (too many hours to PL), given the general nature of the PL content. This squeezes any opportunity for more applied/practical and specialist learning into too few hours.

Comments on the five Lines of Learning

Society, Health and Development

Practitioners' Issues	Recommendations
<p>Diploma Purpose Concern was expressed regarding a lack of clarity, distinctiveness and vision regarding the purpose of the Diploma. In an occupational area where existing qualifications are so strong – popular with learners, well accepted by employers, giving a licence to practise, and providing progression to HE and professional training - it was felt that the Diploma would lack credibility with applicants, parents, employers and that there was no sign of acceptance by HE.</p>	<p>Incorporate existing qualifications into Diploma lines.</p> <p>The Diploma as it stands ignores current legislation and licence to practice issues and this needs to be addressed by DDPs.</p>
<p>Practical/Applied Content There was concern that the curriculum, particularly at L1 and L2, would not be appropriate for the target groups. It was felt not to be sufficiently practical, too generalised and as such uninteresting, in some cases outdated and with insufficient choice of units. There was frustration expressed that QCA is not listening to the profession, or to learners, and that curriculum expertise will be</p>	<p>Involve current practitioners, including those working in CoVEs, in the design of qualifications to ensure they are fit for purpose, attract learners, enable them to achieve incrementally by delivering the curriculum in bite-sized chunks (at levels 1 and 2 particularly), and require opportunities for practical learning. e.g. Learners who can currently go straight into employment (in child care nursing etc), need to have a clear picture</p>

needed to turn 'dry criteria' into inspiring qualifications. The criteria as they stand leave the principle learning able to be taught solely in the classroom.	of exactly what steps will enable them to do this if they take the Diploma instead.
<p>Progression</p> <p>There was concern regarding the lack of clarity of progression routes between levels, to HE, to employment and into professional training. Level 3 was felt to be insufficiently specialised for either progression to HE or skills development.</p>	<p>Map routes through and between Diplomas, Apprenticeships and the General route – and include other vocational qualifications in this.</p> <p>Make the links to HE and professional qualifications explicit.</p>
<p>Work experience</p> <p>There was concern that there is too little work experience and that to be meaningful, work experience needs to be contextualised. Current qualifications contain significant levels of work experience which is assessed. There are practical difficulties in the organisation of work experience because of the need for CRB checks and age restrictions on provision of direct care. There needs to be both local and national employer engagement strategies to facilitate work experience placements.</p>	<p>Clarify the aims of work experience:</p> <p>If it is to be sector related it should be contextualised and linked to the curriculum. Ideally it should be longer.</p> <p>If the aim is to develop more generic skills, then it should be linked to the PLTS curriculum.</p> <p>Remove the requirement for work experience from level 1 Diploma.</p>

Construction

Practitioners' Issues	Recommendations
<p>Practical /Applied Content</p> <p>There was concern that the curriculum at Level 1 and, to a lesser extent at Level 2, would not be appropriate for the target cohort in that there is an over emphasis on the theoretical components at the expense of the practical.</p> <p>Participants at the workshops felt that this theoretical bias, coupled with a lack of flexibility, would not provide a vocational curriculum which learners at this level will wish to or be able to engage with successfully.</p>	<p>Utilise the expertise of a group current practitioners including those working in CoVEs to translate the standards into a curriculum which:</p> <ul style="list-style-type: none"> ■ allows learners to be assessed for their practical skills development ■ facilitates the understanding of theory through practice ■ delivers functional skills in a vocational context ■ can be delivered in bite sized pieces forming a cohesive whole ■ encourages the incremental development of specific skills through structured assessment opportunities
<p>Progression</p> <p>The aim of providing clear progression routes through the Diploma levels and into HE and/or employment was welcomed. However, participants</p>	<p>Establish a group comprising representatives from CITB and relevant CoVES to:</p> <ul style="list-style-type: none"> ■ map the functional and vocational skills level required to progress from

<p>requested further clarity about the progression routes both within the Specialised Diploma structure and from the Diploma into employment, HE and Apprenticeships.</p> <p>Very unclear about acceptance by HE.</p>	<p>Level 1 to Level 3 of the Diploma.</p> <ul style="list-style-type: none"> map the routes through to employment and Apprenticeships. <p>Establish a joint HE/College group to identify progression criteria to HE from Level 3.</p>
<p>Work experience</p> <p>The role of meaningful work experience in Specialised Diplomas was recognised by workshop participants but there were strong doubts about the feasibility of obtaining sufficient work experience placements which will provide a meaningful vocationally linked experience for learners at all levels of the Diploma.</p>	<ul style="list-style-type: none"> Engage with the CITB and major Construction companies to seek to obtain a commitment to provide work experience for Level 2 and 3 learners. Commission a group of practitioners to develop material to deliver work related projects within the curriculum: these projects to be assessed against agreed standards. Consider removing the mandatory nature of work experience for Level 1 learners.

Engineering

Practitioners' Issues	Recommendations
<p>Practical/Applied content</p> <p>Workshop participants felt that the work already done has produced sound criteria. However, these criteria now need to be translated into qualifications specifications which will support effective delivery across all levels, including practical assignments.</p>	<p>Establish a group comprising current practitioners with recognised expertise with a brief to:</p> <ul style="list-style-type: none"> develop specifications develop linked teaching documentation develop material to deliver work related projects within the curriculum: these projects to be assessed against agreed standards.
<p>Progression</p> <p>Participants requested further clarity about the progression routes both within the Specialised Diploma structure and from the Diploma into employment, HE and Apprenticeships.</p> <p>Currently there are clear progression routes from the Apprenticeship qualifications.</p> <p>Uncertain about acceptance by HE.</p>	<p>Establish a group comprising representatives from SEMTA and relevant CoVES to :</p> <ul style="list-style-type: none"> map the functional and vocational skills level required to progress from Level 1 to Level 3 of the Diploma map the routes through to Apprenticeship. <p>Establish a joint HE/College group to identify progression criteria to HE from Level 3</p>
<p>Work experience</p> <p>The role of subject-related work experience in Specialised Diplomas was recognised by workshop participants but</p>	<p>Engage with the major Engineering companies to seek to obtain a commitment to provide work experience for Level 2 and 3 learners.</p>

there were strong doubts about the feasibility of obtaining sufficient work experience placements which will provide a meaningful vocationally linked experience for learners at all levels of the Diploma.	Consider removing the mandatory nature of work experience for Level 1 learners.
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IT

Practitioners' Issues	Recommendations
<p>Vision and purpose Most participants felt the Diploma was too geared for Business. It seemed to many participants that certain employer bodies had had undue influence.</p> <p>It was also unclear how this Diploma would be distinct from the Business and Finance line of learning.</p>	<p>The IT Line Diploma needs to be made distinctive. More emphasis should be placed upon the variety and complexity of IT, rather than on the fact that IT is a mechanism for the delivery of aspects of business and communication. There are a range of elements that perhaps require greater emphasis, e.g. software development, hardware support and maintenance, web design, e-Learning, systems and network construction and administration. The Diploma should not simply seek to show that those who take it are IT literate.</p>
<p>Content Far too much emphasis on vague theory and soft skills rather than hard practical skills.</p> <p>All participants were adamant that the Diploma will be of no interest to level 1 and 2 students because it is not practical enough to engage these learners.</p> <p>At level 3 it does not appear at this stage to have the transferable technical skills necessary for HE and employment.</p>	<p>The content of the Diploma should include a more tightly focused IT component that includes 'hard' skills, e.g. software development, systems architecture and administration, hardware maintenance.</p> <p>At Level 3, there should perhaps be a more rigorous theoretical element that takes into account the ways in which systems are built and operate.</p>

Creative and Media

Practitioners' Issues	Recommendations
<p>Vision The participants understand that the Diploma differs from BND/BTEC first in its requirement of breadth from all learners. But they are concerned that this vision may not translate into progression to employment or HE. Many stage schools and universities for example, want more specialism at level 3 (e.g. dance or music) than the Diploma</p>	<p>Map the expected or hoped for progression routes to HE (and stage schools et) from level 3.</p> <p>The participants do not expect HE to accept these qualifications with the breadth of the Diploma, so HE needs to communicate its views.</p>

currently allow.	
<p>Content</p> <p>A big criticism of the content is the under representation of Performing Arts at all levels, and the lack of subdivision into Performing Arts specialisms compared to Visual arts and Media. There was also a lack of certainty about the extent to which increasing specialism was allowed at level 3.</p> <p>At level 1 and 2 existing creative and media programmes are often an effective stepping stone into, or way of keeping learners in, education, due to their activity element. And the chance to be good at something. NEETS in particular need practical activity to get engaged.</p>	<p>Increase the subdivision of Performing Arts immediately.</p>
<p>Flexibility</p> <p>One of the most disappointing aspects of the Creative and Media Diploma at level 1 and 2 was its appearance of being a ‘big’ qualification, whereas practitioners know from experience that learners at this level need to have bite size opportunities gain credit. The current complicated structures and prescriptiveness of the new qualification at level 1 and 2 (as revealed by the Awarding Body) were judged to off putting to students and be a disincentive to engage.</p>	<p>Enable the Diplomas to be unitised in line with QCF principles, and in particular with the Foundation learning tier at level 1.</p> <p>Practitioners said that better marketing of the Diploma won’t solve this problem. The new menu simply does not meet the needs of these learners. The teachers say they can cater for them if the right unit designed programmes are made available.</p>

Summary of AoC common recommendations

Progression

- An exercise in mapping concrete routes through and between the Diploma, Apprenticeships and to HE, professional training and employment is needed urgently.
- A joint HE /college/school group needs to be established urgently to identify progression issues, or communicate outcomes rapidly, if any such group already exists.

Practical /applied content

- Utilise the expertise of curriculum practitioners, including those working in CoVEs, in the design of qualifications to ensure they are fit for purpose: – enough transferable technical skills at level 3 to be of value to HE and employers who want ‘higher level skills’ , and enough practical activity level

1 and 2 to attract disengaged learners and provide stepping to increase participation 17+.

- Publish a list of additional specialist units, which should include NVQ units and BND units.
- Provide exemplars of possible learning programmes and routes for a range of individual learners (as was done in preparation for Curriculum 2000)
- Review the balance of hours devoted to the principal (which look very generic) and additional specialist learning.
- Address particular issues relating to each line of learning now as a matter of urgency (e.g. the Performing Arts imbalance in Creative and Media).

Flexibility and unitisation

The Diploma needs to incorporate the principles of the Foundation Learning Tier and the QCF, in order to be a realistic pathway for NEETS and other level 1 and 2 learners.

Work experience

We are not commenting here on the logistics of finding work experience, (which are every considerable, and also different in each line of learning) but on the principles of its role in the curriculum:

- Clarify purpose and its links to the curriculum at each level and in each line of learning
- Differentiation of work experience by level
- Recognition of achievement through work experience
- Ensure the inclusion of work - related projects for each line of learning, and clarify its relation to work experience
- Remove mandatory work experience at level 1
- Suggest DfES engages employers in the project of offering work experience (to cope with the volume).

Vision: why would some one want to do it?

- Ensure that the qualifications do in fact embody the Diploma vision, by monitoring their development closely, and engaging continuously with the DDPs and the education sector
- Communicate Diploma the vision to highlight the distinctiveness of the Diploma
- Explain why the learner should do the Diploma (justifying and promoting its breadth) rather than the existing qualifications that currently occupy the same place between the Occupational and Academic pathways. i.e make explicit its value added
- Capitalise on the popularity and success of the existing successful qualifications by incorporating them into the Diploma lines.

3. Appendix 2 – DfES/AoC Regional Diploma Workshops 2007

Delegates' Perceived Training Needs

Evidence

All 800+ delegates at the 9 Diploma workshops held in February 2007 and March 2007 were asked to complete feedback forms which included two questions relating to training needs:

- What three training needs will you, as a college, want to address from the summer term?
- What three training needs do you anticipate your school/provider partners will have?

Whilst the majority of respondents were from colleges, a sizeable minority represented schools, and placed their answers under the second heading. The answers contained a large number of very thoughtful proposals. It was not difficult to identify significant needs, as these were reiterated repeatedly. An analysis of delegate feedback is provided in **Appendix 1**.

Training needs analysis

The four key categories emerging from the analysis of the feedback were:

- Partnership building
- Diploma understanding*
- Background preparation
- Course design and delivery.

*There is an immediate concern to understand the technical detail of the Diploma's structure and assessment since these will confirm the extent to which partnerships will be offering experiential as opposed to academic courses. In order for colleges to use their expertise to turn the specifications into courses, they require clarity on the implications of the term 'applied learning' and how it is to be differentiated from 'vocational learning.'

Available Diploma support

We have analysed all the Diploma support currently available or being planned by various agencies (**See "Further Reading" below**). From the published information, it would appear that whilst the categories of the planned training do largely coincide (but see below) with those of the needs analysis, the available training is still being expressed at a high level of generality, and therefore could benefit at this relatively early stage from some of the detailed input we have from the Diploma workshop delegates

AoC recommendations

We recommend that:

- AoC meet the key players in the provision of Diploma support and training to present and discuss practitioner feedback, with the aim of ensuring that the Diploma support packages reflect the expressed needs of practitioners both in terms of content and delivery methods
- AoC have the opportunity to comment on the detailed draft training plans for the three mandatory days

- Providers of support address the vocational updating requested for colleges , an area identified by practitioners which does not currently appear to be covered by the published support.

Data Supplement 2 - Delegate feedback analysis

A. Training Needs - Content

PRIORITIES
<p>1. PARTNERSHIP BUILDING</p> <p>Development of partnership, rather than institutional, priorities:</p> <ul style="list-style-type: none"> ■ Team/trust building ■ Sharing each other's ethos ■ Reconciling policies and procedures/agreeing framework for new partnership – recruitment, discipline, pastoral care, QA, funding, transport etc. ■ Agree the teaching day's structure ■ Joint 14-16 developments/joint training plan ■ Contribution of WBL providers and employers
<p>Balancing the qualification structure:</p> <ul style="list-style-type: none"> ■ Pull the Diploma apart and agree who will offer what ■ Develop a curriculum plan ■ Agree internal pathways, dovetailed with existing provision ■ Draft a timetable, building on staff skills and establishing course teams
<p>Disseminate the role of lead institutions:</p> <ul style="list-style-type: none"> ■ Relationship with institutional diploma management ■ Funding/costing/pricing ■ Course promotion ■ Exam registration etc. ■ LEA role
<p>Raising school awareness of external opportunities:</p> <ul style="list-style-type: none"> ■ Additional/specialist learning in colleges ■ College facilities and expertise ■ Progression routes through employment and FE
<p>Raising college understanding of how schools work and how to work with them</p>
<p>2. DIPLOMA UNDERSTANDING</p> <p>Diploma overview: for managers, teachers and support staff for Connexions and all responsible for guidance, marketing, and recruitment 14+</p> <ul style="list-style-type: none"> ■ Its ethos, and how it differs from existing qualifications in NQF ■ Its structure, including Functional Skills ■ Its target market ■ Terminology ■ Its currency, and how it fits in with the alternatives ■ The regional picture ■ Experience of "pilots"
<p>Applied learning:</p> <ul style="list-style-type: none"> ■ In a vocational context, with academic rigour ■ For all abilities/schools

- Clarification of the culture change from vocational learning
- Maintaining a student-centred approach (personalisation/ILPs) within applied learning
- Examples of cross-institution delivery models and activities to contextualize generic learning
- Are there pathfinder lessons?

Units, modules and levels:

- Criteria for modules/units/levels
- Training needs analyses/identification of gaps, by lines of learning
- Technical support needs
- Specialist, level 3, pathways
- Progression pathways
- Differences between Awarding Bodies

Functional skills:

for specialist and vocational teachers, and learning support staff

- Nature, including level 3
- Relationship to Diploma criteria, to GCSEs and to Key Skills
- Assessment/standardisation
- Integration/embedding
- Delivery across lines/institutions

Assessment:

- Style/methodology
- Standards/grading criteria
- Exemplars, by level

3. BACKGROUND PREPARATION

Managing 14-16s

for all staff:

- Class management/routines/techniques
- Learning styles – maintaining motivation
- Management of challenging behaviour
- Co-working across schools and colleges
- Curriculum design
- Duty of care/pastoral care
- Health and safety

Engagement with employers

for teachers, lecturers and WE coordinators:

- How to get and support employer/SSC engagement
- Developing work-related learning
- Managing placements/CRB checks
- Developing projects
- Sharing links

Vocational delivery strategies for schools

- Design and delivery of vocational modules
- Changes from IFP to the Diploma
- Contextualising student work experience
- Workplace experience, for engineering, construction, health and social care graduates with limited recent practical experience at levels 1/2/3
- Health and safety requirements

Vocational updating for colleges

<p>Placements/visits/networking/sharing GP:</p> <ul style="list-style-type: none"> ■ Business/multimedia for IT staff ■ Animation/pattern cutting for Creative staff ■ New technologies and equipment
<p>Support for unsuccessful Gateway applicants:</p> <ul style="list-style-type: none"> ■ Resubmissions ■ Shadow partnership vocational offers ■ Delivery strategies ■ Employer involvement ■ Networking with successful Partnerships
<p>4. COURSE DESIGN AND DELIVERY</p>
<p>Delivery strategies Across institutions/lines:</p> <ul style="list-style-type: none"> ■ Make available exemplary materials for sharing ■ Share good practice in the delivery of theory through practical activities ■ Agree common formats for assignments ■ Co-write schemes/assignments/projects ■ Undertake team teaching/lesson observations ■ Network with other Diploma colleges
<p>Quality assurance: Across institutions/lines:</p> <ul style="list-style-type: none"> ■ Writing of assessments ■ On-line testing ■ Standardisation and moderation ■ Internal and external verification ■ Target-setting and tracking of progress ■ Lesson observations ■ Exam officer role

B. Training - Delivery Methods

While delegates were not asked **how** they wanted training to be delivered, a number expressed preferences. The three over-riding requests were for:

- **all** training to be delivered across institutions
- **understanding**, across lines, of the differences between applied and vocational learning
- **time** for meetings, planning, materials production etc.

Beyond this, the list included:

- external courses
- external facilitators
- institutional/line/team planning days
- regional training and support meetings
- sharing of good practice, e.g.
 - from schools – 14-16 strategies
 - from colleges – vocational delivery
- networking with other Diploma colleges
- gaining formal qualifications, e.g.
 - for schools – in vocational delivery

- for colleges – in 14-16 strategies
- support from Advanced Teaching Practitioners
- work experience and work shadowing (in each others' institutions as well as vocational shadowing) for lecturers and teachers

There was a strong sense that, while there is substantial agreement on training needs, training methodology must respond to the culture and development stage of each partnership.

Further Reading

SSAT, together with QIA funded 14-19 Diploma support programme

<http://www.qia.org.uk/programmesandservices>

CEL and NCSL 14-19 education and skills: Support for Leaders outlines what is available.

<http://www.centreforexcellence.org.uk>

<http://www.ncsl.org.uk>

Functional Skills Support Programme

Led by QIA and SNS (Secondary National Strategy)

QIA has commissioned LSN to deliver the QIA strands of the programme

http://www.qia.org.uk/programmes_and_services

<http://www.standards.dfes.gov.uk>

DfES Guide for Successful Consortia Workforce Development

LLUK/TDA Training Needs Analysis tool

<http://www.teach14-19.org>

NAA 14-19 Reforms – Support for examinations officers

<http://www.naa.org>