Qualifications and Curriculum Authority

The new Diplomas- best practice in collaboration in FE

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QCA 11▸19 Reform

Each phase of the Diploma is at a different stage within the same development process.

End-to-end high level process for the diploma programme

Establish structures for developing Line of Learning	Develop Line of Learning statement	Develop Line of Learning criteria	Develop and accredit new quals	Development of systems, administration, teaching and learning support	Teach and learn	Assess learning	Award Diploma and constituent quals

From Jan 09

Phase 4

DDP chairs appointed and DDPs in place

Developing LoL statements

Consultation due to take place early 2009

First teaching: 2011

Phase 3

DDPs have published statements of content

PL and ASL qualification development under way

Criteria for all four LoLs published on OFQUAL website

First teaching: 2010

Phase 2

Criteria for all five LoL's published on OFQUAL website

PL Qualifications complete and accredited

specifications in Centres now

Preparing to teach 2009

Phase 1

First5 Lines of Learning complete

First Qualification feedback session held (Oct 8th). 2nd meeting planned for Mar 09

Teaching now – over 12000 learners

What does a Diploma look like?

Name	Level	Equivalency
Foundation Diploma	**1**	• *5 GCSEs*
Higher Diploma	**2**	• *7 GCSEs* • *Apprenticeship*
Advanced Diploma	**3**	• *3.5 A-levels* • *Advanced Apprenticeship*
Progression Diploma	**3**	• *2 A-levels*

Diploma grading scale

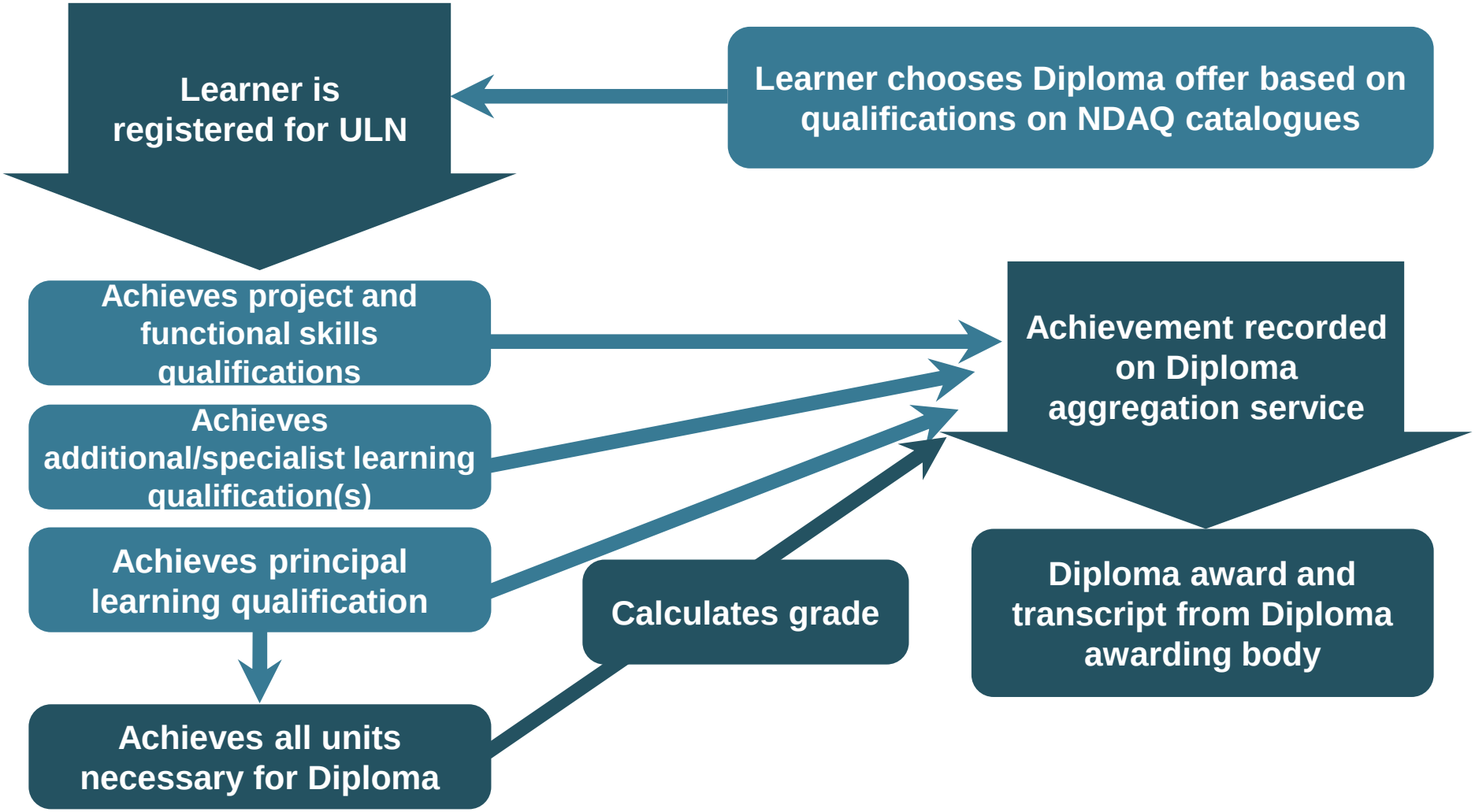
Foundation (level 1)	Higher (level 2)	Advanced (level 3)
A*	A*	A*
A	A	A
B	B	B
	C	C
		D

Marking and grading

principal learning	generic learning	additional and/or specialist learning
unit 1 A	function ✓ ls: ma ✓	
unit 2 B	function ✓	
unit 3 B	functional ski glish	
unit 4 C	personal, learning and thinking skills ✓	qualification B
unit 5 B	work experience ✓	
unit 6 B	project B	

= contributes to overall Diploma grade

Administration for complex qualifications



Qualification model: components

Higher Diploma in society, health and development

- **800 guided learning hours (GLH)**

principal learning 420 GLH	generic learning 200 GLH	additional and/or specialist learning 180 GLH
9 mandatory units • principles, values and personal development • working together and communicating • safeguarding and protecting individuals • growth, development and healthy living • needs and preferences • antisocial and offending behaviour • supporting children and young people • patient centred health • the social model of disability	3 x functional skills qualifications at level 2 (80 GLH) level 2 project qualification (60 GLH) 10 days work experience personal, learning and thinking skills (60 GLH)	BTEC First in Public Services • public service skills • citizenship, the individual and society • community and cultural awareness (example)

Qualification model: components

Advanced Diploma in creative and media

- **1080 guided learning hours (GLH)**

principal learning 540 GLH	generic learning 180 GLH	additional and/or specialist learning 360 GLH
6 mandatory units • using creative and media skills in the context of a global community • digital technology in the commercial world • analysing the influence of genre • issues – a personal response • self-promotion – selling your ideas • creativity in business enterprise	functional skills at level 2 x 3 (prerequisite) extended project qualification (120 GLH) 10 days work experience personal, learning and thinking skills (60 GLH)	GCE A-level in Applied Art and Design (additional) or Level 3 qualification in Media Techniques (specialist) (examples)

Katie

Katie is a post-16 student and is taking the Higher Diploma in Environmental and land-based studies. During key stage 4, she took the standard set of GCSEs (in statutory subjects) together with geography and history short courses. Her geography fieldwork took her to a National Park where she studied public access and land management issues. The experience stimulated her interest in environmental conservation and she volunteered to spend a fortnight of the Summer holiday before starting college working with a major national heritage conservation organisation. When she became aware of what the ELBS diploma offered, she decided it would be a good opportunity to explore the field further whilst extending her qualifications.

Katie: Higher Diploma in environmental and land-based studies

principal learning 420 GLH	generic learning 200 GLH	additional and specialist learning 180 GLH
8 mandatory units • Environmental influences upon ecosystems and production enterprises •Working in the environmental and land-based sector •Plant management and care: Feeding, growing, breeding, selecting and handling •Animal management and care: nutrition, growth, breeding and handling •Plants and animals: their role in society •The importance of a sustainable environment to society •Monitoring the environment •Sources and uses of energy	functional skills (80GLH) project (60 GLH) minimum 10 days work experience personal, learning and thinking skills (60 GLH)	Level 3 Certificate in environmental conservation (180 GLH)

Project

Katie decided that she would focus on forestry and woodland management and look at the development of conservation practices over time. She asks the questions ‘how have they changed?’ ‘Why?’ ‘Which have not changed and why?’, ‘What is the impact of climate change?’ Her enquiry involved observations and interviews with foresters and conservation officers as well as some desk research using secondary sources. From the outcomes of her research, she put together a small exhibition that she was able to showcase at the college’s end of year celebration of achievement and also subsequently shared it with her fellow volunteers in the next holiday period.

Work experience

Katie spends two weeks at the head office of the organisation where she had volunteered in the Summer. She was able to sample both the built heritage and environmental conservation aspects of its work by spending a significant chunk of time with the section dealing with attracting membership and casual visitors. She was glad of the contrast with her project and pleased with the opportunity to bring her ASL course and principal diploma learning together. She also looked into financing the various operations and spent time in the fund raising section..

Work experience

She found the work interesting but it helped her to decide that she preferred the practical, outdoor aspects of the organisation’s work She feels that she now has a broad view of the sector and is able to move forward with confidence.

Progression route: **Katie has extended and consolidated her interest in environmental conservation and seeks employment in one of the National Parks. If successful she hopes to perhaps add a further qualification whilst gaining work experience and in due course to access an apprenticeship – she thinks in environmental conservation but her mind is open to other options.**

AND... principal learning; functional skills; personal, learning and thinking skills; ASL

Barnsley Local Authority Consortium

- Barnsley College is a crucial member of the consortium involved in each Diploma line of learning and leading on the majority of them
- All post-16 provision is college-based. More than a dozen work-based learning providers are involved in the network of provision as are a number of employers
- Diploma line leads from the College carry out a project management role: work-force development, teaching and assessment materials, quality control and facilities

Liverpool Consortia

- Comprehensive pattern of urban provision
- A city-wide consortium and smaller consortia called travel-to-learn partnerships
- Liverpool Community College is the main provider of the city-wide consortium offer but is also involved in 14 different local delivery partnerships
- LCC delivers Engineering and CBE at Foundation, Higher and Advanced levels
- In 2009 it will add Hospitality and Hair and Beauty