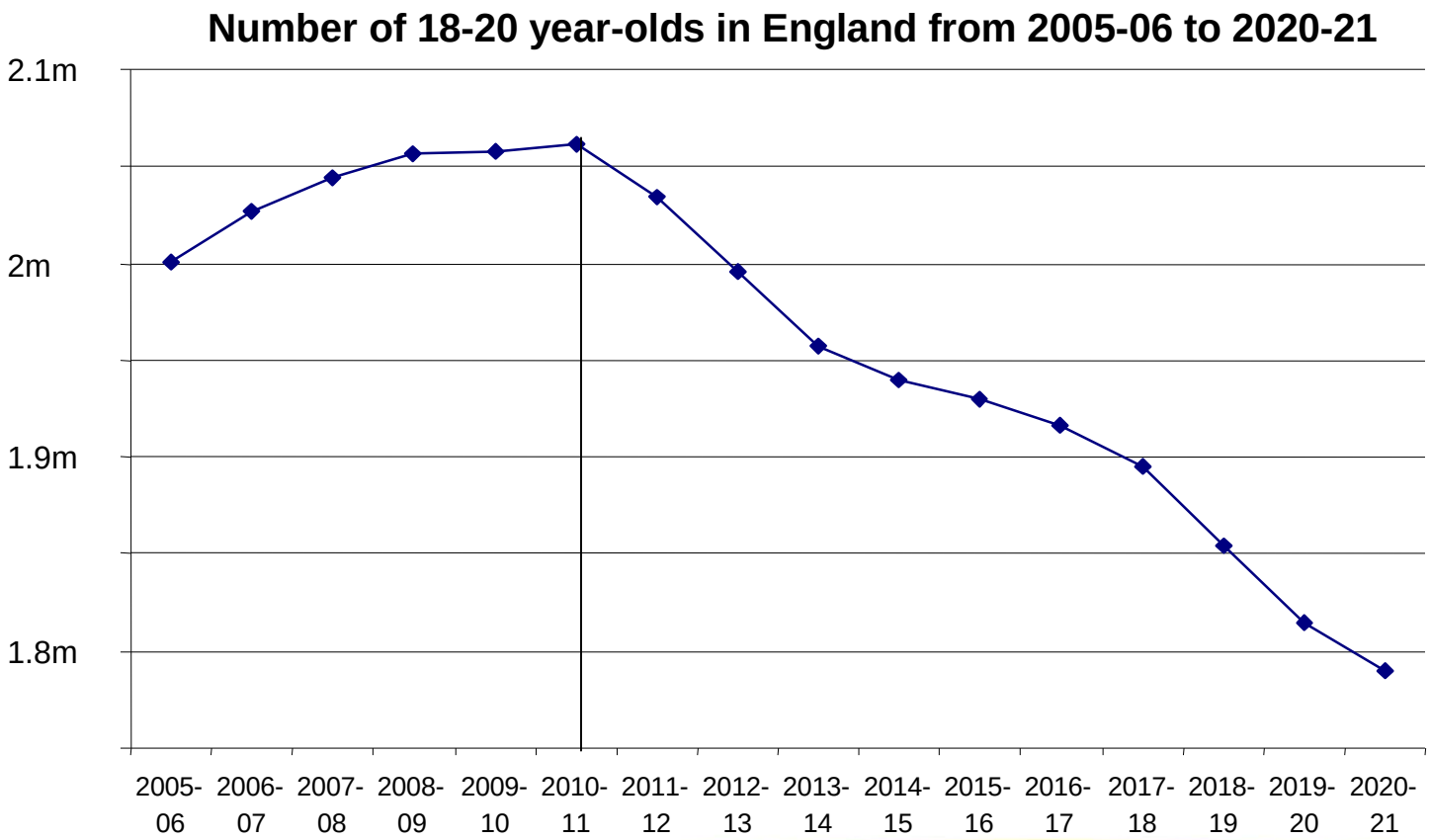
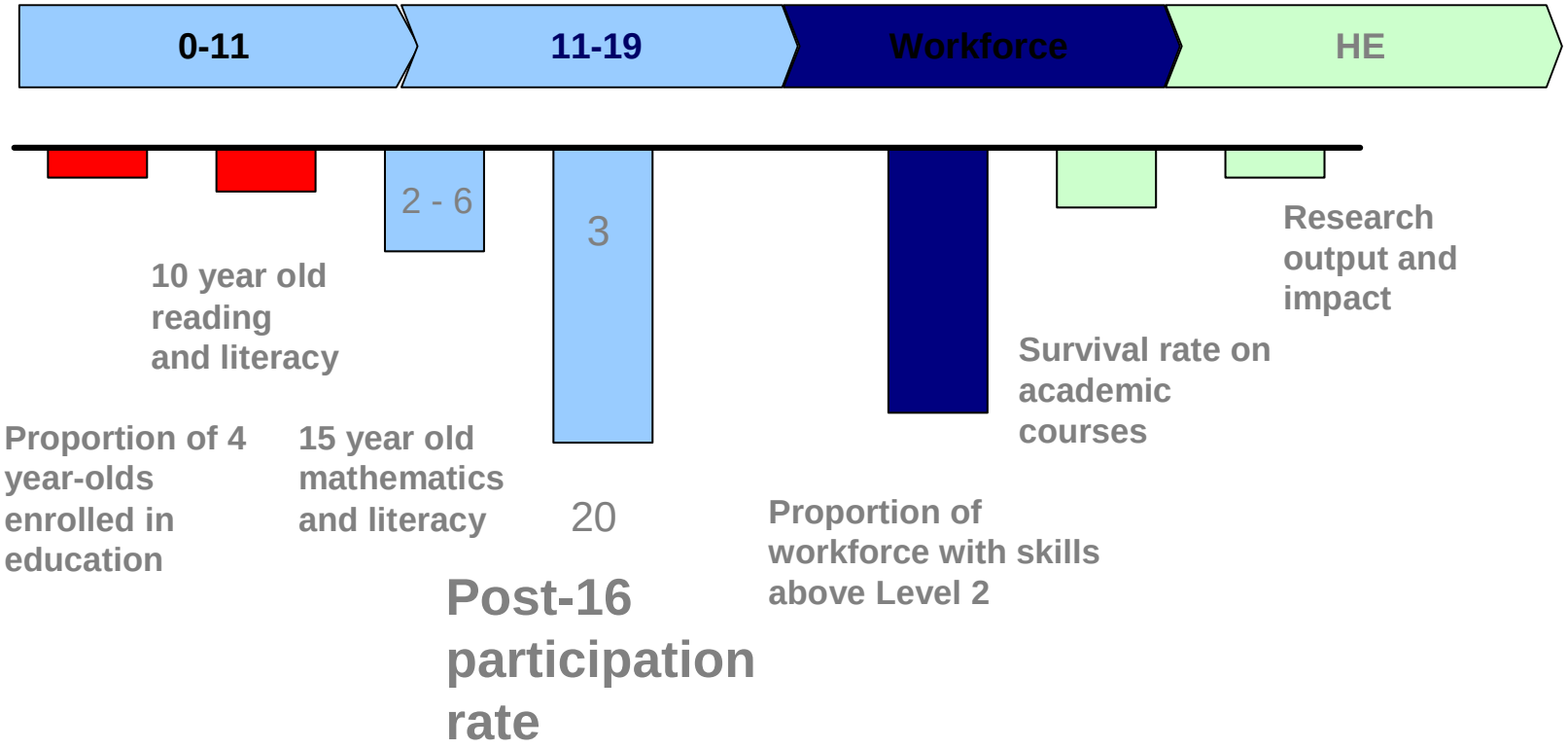
The first steps

Sharon Ensor
Skills for Health

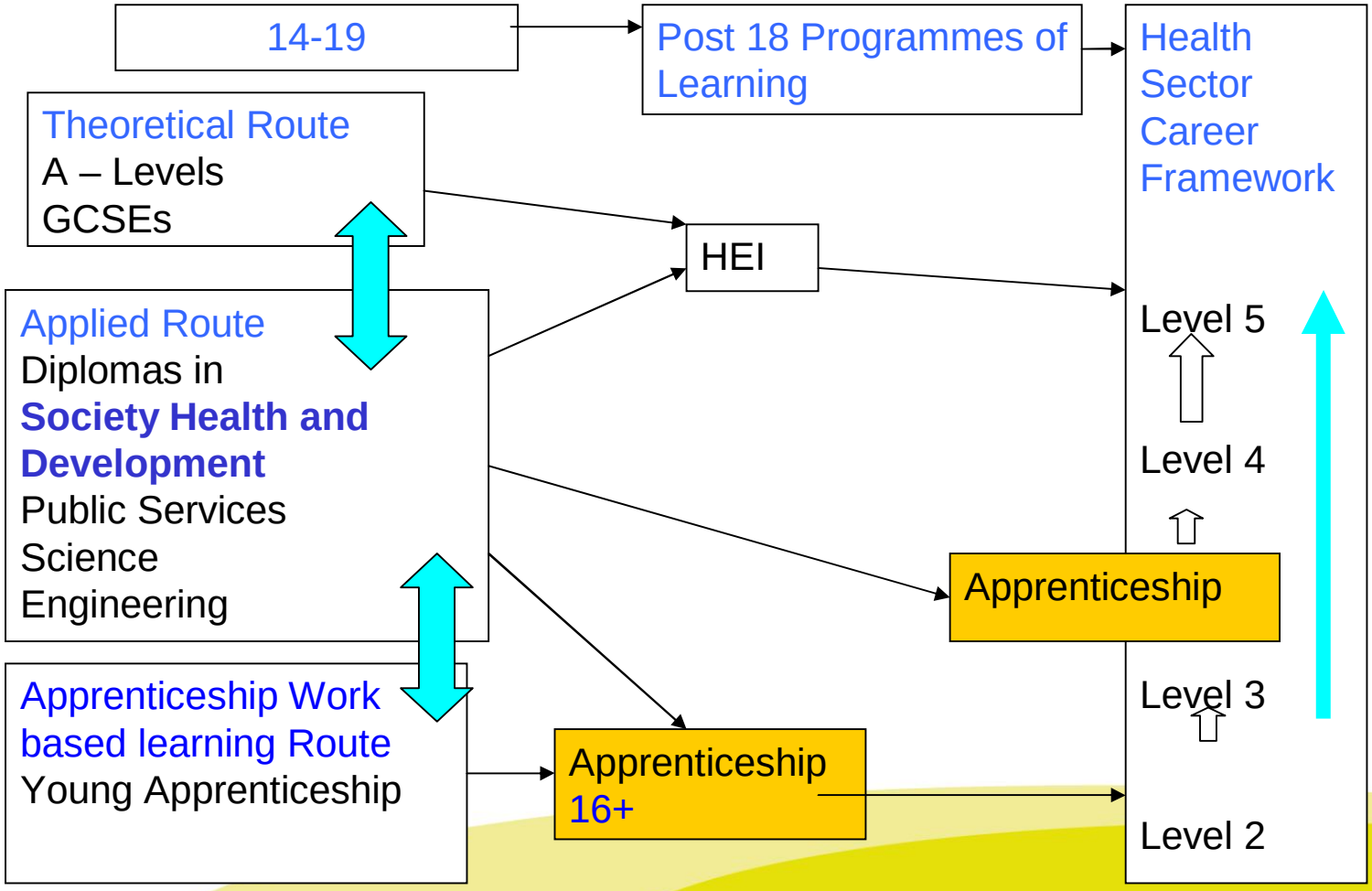
Young adults



…How do we compare? - **OECD ranking**



Health and Education Pathways



better skills better jobs better health

Development Process

Curriculum Advisory Board

Employer Engagement

NOS
Health Functional Map
Children's Common Core
KSF
Induction Standards

Research
Qualifications
Ethics H&S
Progression
Work based learning

Principal Learning

In association with

www.skillsforhealth.org.uk/diploma

diploma@skillsforhealth.org.uk

Society, Health and Development

2008: CBE / Engineering / Creative and Media / IT/SHD
2009: Land-based and environmental studies / Manufacturing / Hair and Beauty / Business Administration and Finance / Hospitality and Catering
2010: Public Services / Sport and Active Leisure / Retail / Travel and Tourism
2011: Science / Humanities / Languages /

Key Features

- “Person Centred”
- Informed Choice for learner
- Personal Learning thinking Skills
- Project – Independent Learner
- Functional Skills

SOCIETY HEALTH AND DEVELOPMENT

Advanced Progression SHD Diploma – 2.5		
Principal Learning (Mandatory)		
6 Generic Integrated Units (including a sector based work placement)		
SHD Project Work Experience Placement Personal Learning and Thinking Skills (PLTS) Functional Maths, English & ICT		

SOCIETY HEALTH AND DEVELOPMENT

Advanced Level – Components

Society, Health Development Diploma

Alder Hey Children's NHS

NHS Foundation Trust

SOCIETY HEALTH AND DEVELOPMENT

Alder Hey

- Succession Planning

"When I am in my dotage I expect to be invited back by one of you when you are standing where I am now!"

Moya Sutton

Director of Nursing Services

Mersey side woman of the year 2008

SOCIETY HEALTH AND DEVELOPMENT

Alder Hey

- Direct delivery
  - Edexcel centre
- Teenage Buddies

- "Alder Hey" Qualification
- Steering Group
- Outstanding leadership from Liverpool City LA
- The funding follows the learner with diplomas

SOCIETY HEALTH AND DEVELOPMENT

A Primary Care Trust

SOCIETY HEALTH AND DEVELOPMENT

Routes into Nursing: Challenges

- Are there open doors for the three learning routes?
- Do we engage to dovetail qualifications?
- Is each route valued?
- Do we make progression accessible?
- IAG and money – are we clear?
- How do we compare to others?