The Diploma Curriculum

(and some other stuff)

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The countdown has begun…

Qualifications and Curriculum Authority

The Diploma: “a dream product”

Young people	*like the sound of something more fun, stimulating, outside the classroom as well as in it*
Parents	*‘dare to hope’ for a course which is relevant, stimulating, modern and prepares their children for a career*
HE admissions tutors	*want more information about content but open to the concept of the Diploma*
Employers	*want a better bridge between school and work*
Teachers	*enthusiastic (though some see the Diploma as another solution for ‘less academic’ children)*

What does a Diploma look like?

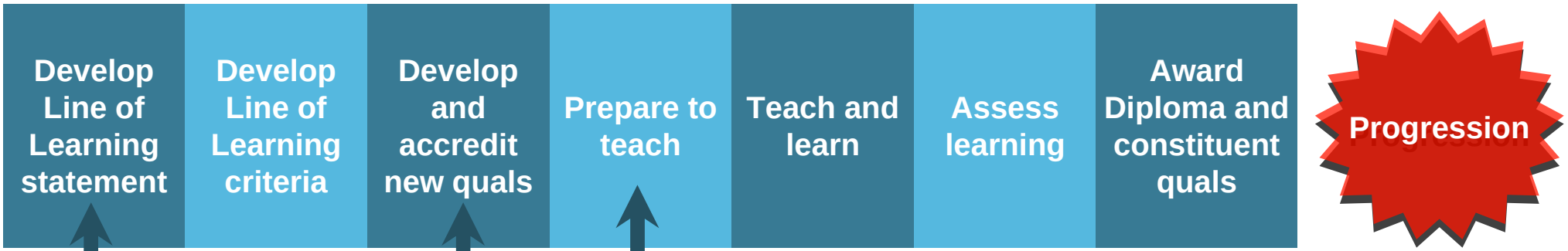
Name	Level	Equivalency
Foundation Diploma	**1**	• *4-5 GCSEs*
Higher Diploma	**2**	• *5-6 GCSEs* • *Apprenticeship*
Advanced Diploma	**3**	• *3 A-levels* • *Advanced Apprenticeship*
Progression Diploma	**3**	• *2 A-levels*

14 Lines of Learning

Phase	Lines of Learning	Three-year pilot (controlled rollout through quality "Gateway")
1	Creative and Media IT Engineering Construction and the Built Environment Society, Health and Development	2008
2	Environment and Land-based Studies Manufacturing and Product Design Hospitality Hair and Beauty Studies Business, Administration and Finance	2009
3	Public Services Travel and Tourism Sport and Leisure Retail	2010

Diploma national entitlement in 2013

Where are we now?



Phase 3

Diploma development partnerships (DDPs) established for all four Lines of Learning

DDPs have started developing statements of content

Phase 2

criteria for all five Lines of Learning published on QCA website

awarding bodies have started to develop principal learning qualifications

Phase 1

51 accredited principal learning and project qualifications across five Lines of Learning

curriculum support materials available

Qualification model: components

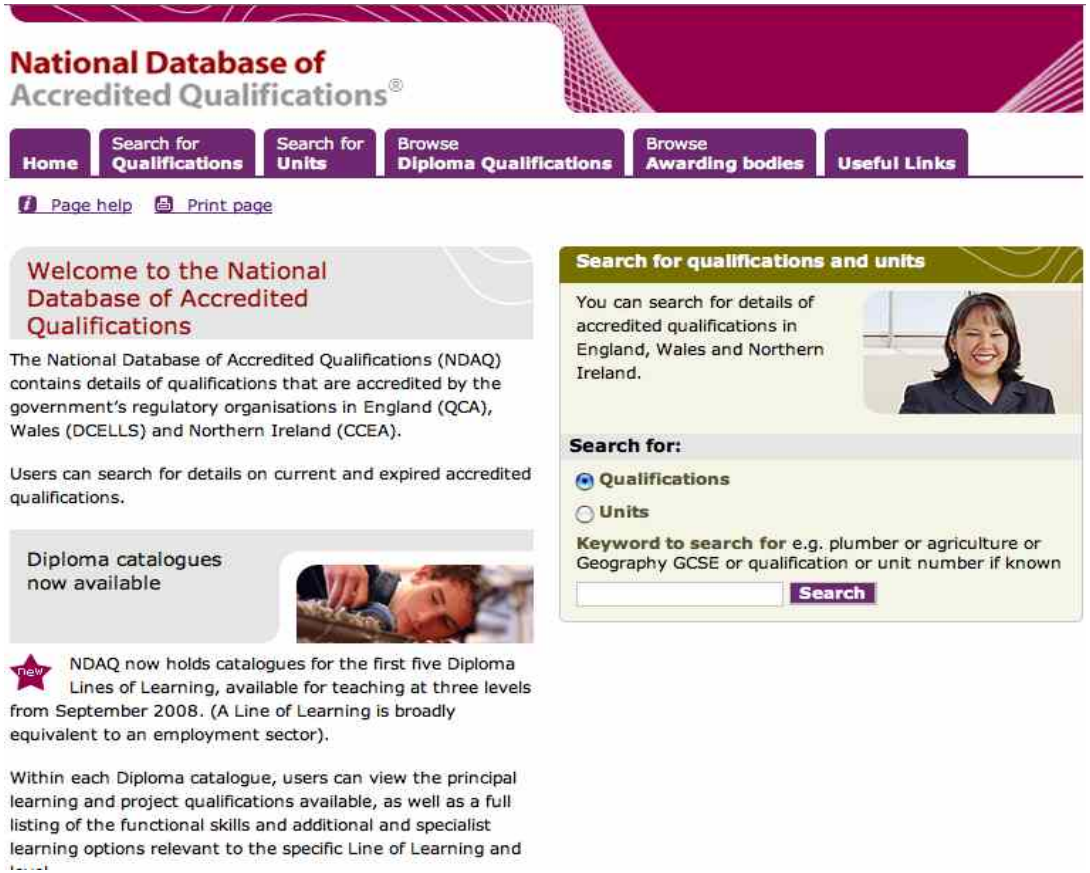
principal learning	generic learning	additional and/or specialist learning
sector-related mandatory newly-developed, unitised qualification	functional skills: English, maths, ICT personal, learning and thinking skills work experience (min. 10 days) project	complementary learning progression pathways choice

Delivering the Diploma from 2008

- how to put together a **Diploma offer**
- designing a **curriculum** around the Diploma
- **administering** the Diploma
- **marking**, **grading** and **assessment**

Diploma Catalogue

- Diploma catalogues on the National Database of Accredited Qualifications (**NDAQ**)



National Database of Accredited Qualifications®

Home | Search for Qualifications | Search for Units | Browse Diploma Qualifications | Browse Awarding bodies | Useful Links

Page help | Print page

Welcome to the National Database of Accredited Qualifications

The National Database of Accredited Qualifications (NDAQ) contains details of qualifications that are accredited by the government's regulatory organisations in England (QCA), Wales (DCELLS) and Northern Ireland (CCEA).

Users can search for details on current and expired accredited qualifications.

Diploma catalogues now available

new NDAQ now holds catalogues for the first five Diploma Lines of Learning, available for teaching at three levels from September 2008. (A Line of Learning is broadly equivalent to an employment sector).

Within each Diploma catalogue, users can view the principal learning and project qualifications available, as well as a full listing of the functional skills and additional and specialist learning options relevant to the specific Line of Learning and

Search for qualifications and units

You can search for details of accredited qualifications in England, Wales and Northern Ireland.

Search for:

Qualifications

Units

Keyword to search for e.g. plumber or agriculture or Geography GCSE or qualification or unit number if known

Search

www.accreditedqualifications.org.uk

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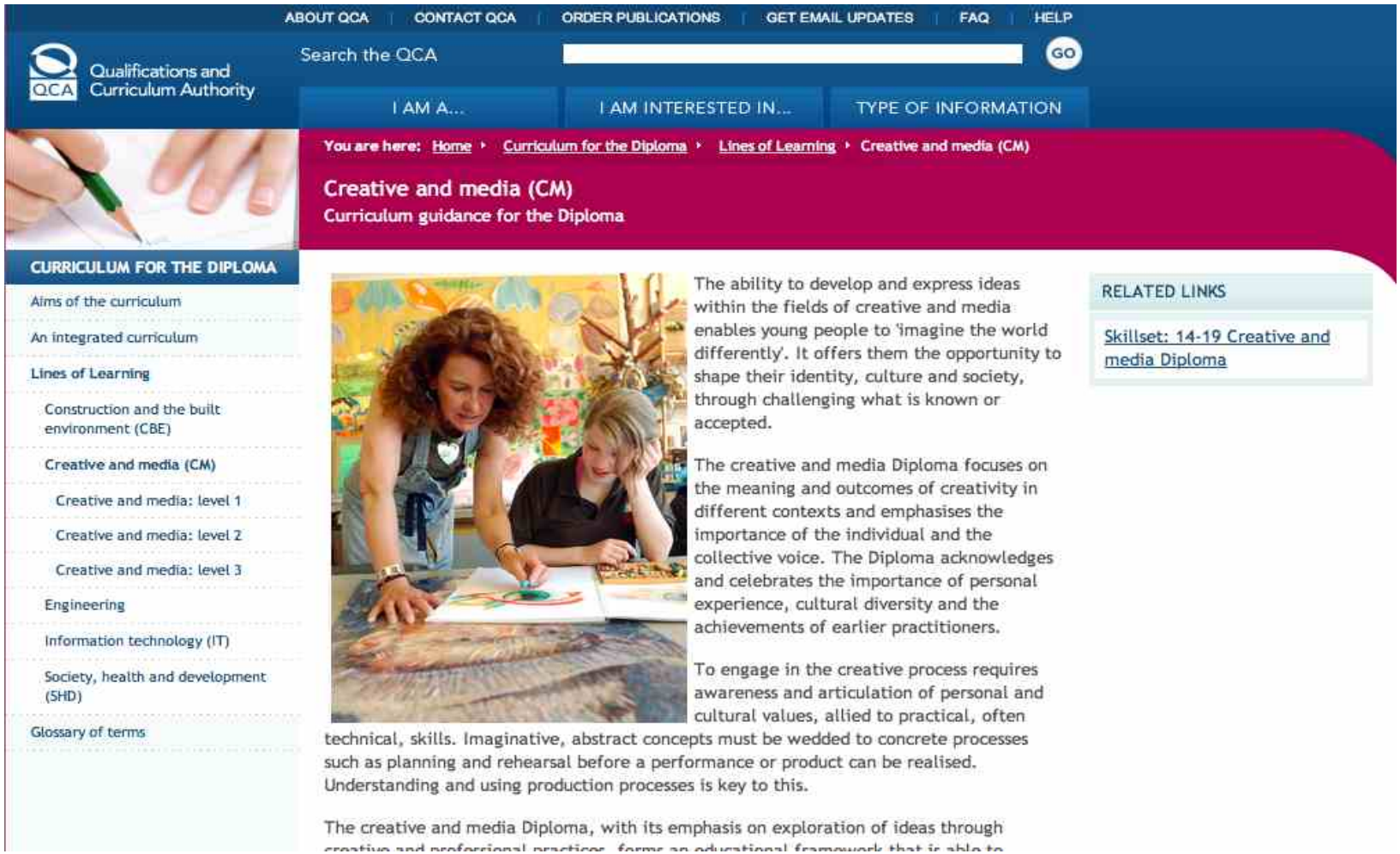
Diploma curriculum guidance



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Qualifications and Curriculum Authority

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I AM A... | I AM INTERESTED IN... | TYPE OF INFORMATION

You are here: Home › Curriculum for the Diploma › Lines of Learning › Creative and media (CM)

Creative and media (CM)

Curriculum guidance for the Diploma

CURRICULUM FOR THE DIPLOMA

- Aims of the curriculum
- An integrated curriculum
- Lines of Learning
  - Construction and the built environment (CBE)
  - Creative and media (CM)
    - Creative and media: level 1
    - Creative and media: level 2
    - Creative and media: level 3
  - Engineering
  - Information technology (IT)
  - Society, health and development (SHD)
- Glossary of terms

The ability to develop and express ideas within the fields of creative and media enables young people to 'imagine the world differently'. It offers them the opportunity to shape their identity, culture and society, through challenging what is known or accepted.

The creative and media Diploma focuses on the meaning and outcomes of creativity in different contexts and emphasises the importance of the individual and the collective voice. The Diploma acknowledges and celebrates the importance of personal experience, cultural diversity and the achievements of earlier practitioners.

To engage in the creative process requires awareness and articulation of personal and cultural values, allied to practical, often technical, skills. Imaginative, abstract concepts must be wedded to concrete processes such as planning and rehearsal before a performance or product can be realised. Understanding and using production processes is key to this.

The creative and media Diploma, with its emphasis on exploration of ideas through

RELATED LINKS

Skillset: 14-19 Creative and media Diploma

www.qca.org.uk/diploma

The learner experience

Higher Diploma in information technology

Key themes
- potential of technology
- skills for innovation
- managing projects

Key processes
- define key components of technological systems
- identify business needs
- describe the transformational effects of technology

Curriculum opportunities
- carry out investigations into a range of technologies, including social, ethical, legal and economic implications of the use of IT
- use initiative to demonstrate creativity and enterprise
- use IT in context, eg. to present business-relevant information

Range and content (eg. skills for innovation)
- problem solving, data collection and analysis
- personal attributes and self-awareness
- use of reasoning skills

The learner experience

Advanced Diploma in engineering

Key themes
- engineering and the environment
- engineering the future
- analytical methods

Curriculum opportunities
- study engineering in local, national and global contexts
- innovative engineering designs and new technologies (based on DTI definition of innovation)

Key processes
- appreciate the applied nature of learning
- evaluate job range and careers pathways
- use maths to solve engineering challenges

Range and content (eg. scientific principles and applications for engineers)
- the electrical properties of solids
- kinematics and the laws of motion
- inorganic chemical reactions
- hydrostatic systems
- radiation, particles, sound, light and waves

Design for success

- working in a **consortium**
- **review and planning** for modern secondary curriculum
- delivering Diploma alongside **new secondary curriculum**
- examples of **curriculum design**

www.qca.org.uk/diploma

Curriculum design examples

- the Diploma within the KS4 curriculum
- progression through the Diploma
- whole school approach

Day	Statutory curriculum							Events	Optional curriculum				Lessons
	Cit and PSHE	PE	RE	Science	Maths	English	ICT		Option A	Option B	Option C	Option D	
1				Science 2	Maths 1	English 2			Option A 1 or ASL 1				6
2		PE 1	RE 1	Science 2	Maths 1	English 1							6
3									Option A 1 or ASL 1	Option B 2 or Diploma	Option C 1 or Diploma	Option D 2 or Diploma	6
4	PHSE CIT 1								Option A 1 or ASL 1	Option B 1 or Diploma	Option C 2 or Diploma	Option D 1 or Diploma	6
5		PE 2		Science 1	Maths 1	English 1	ICT 1						6
	Personal learning & thinking skills												

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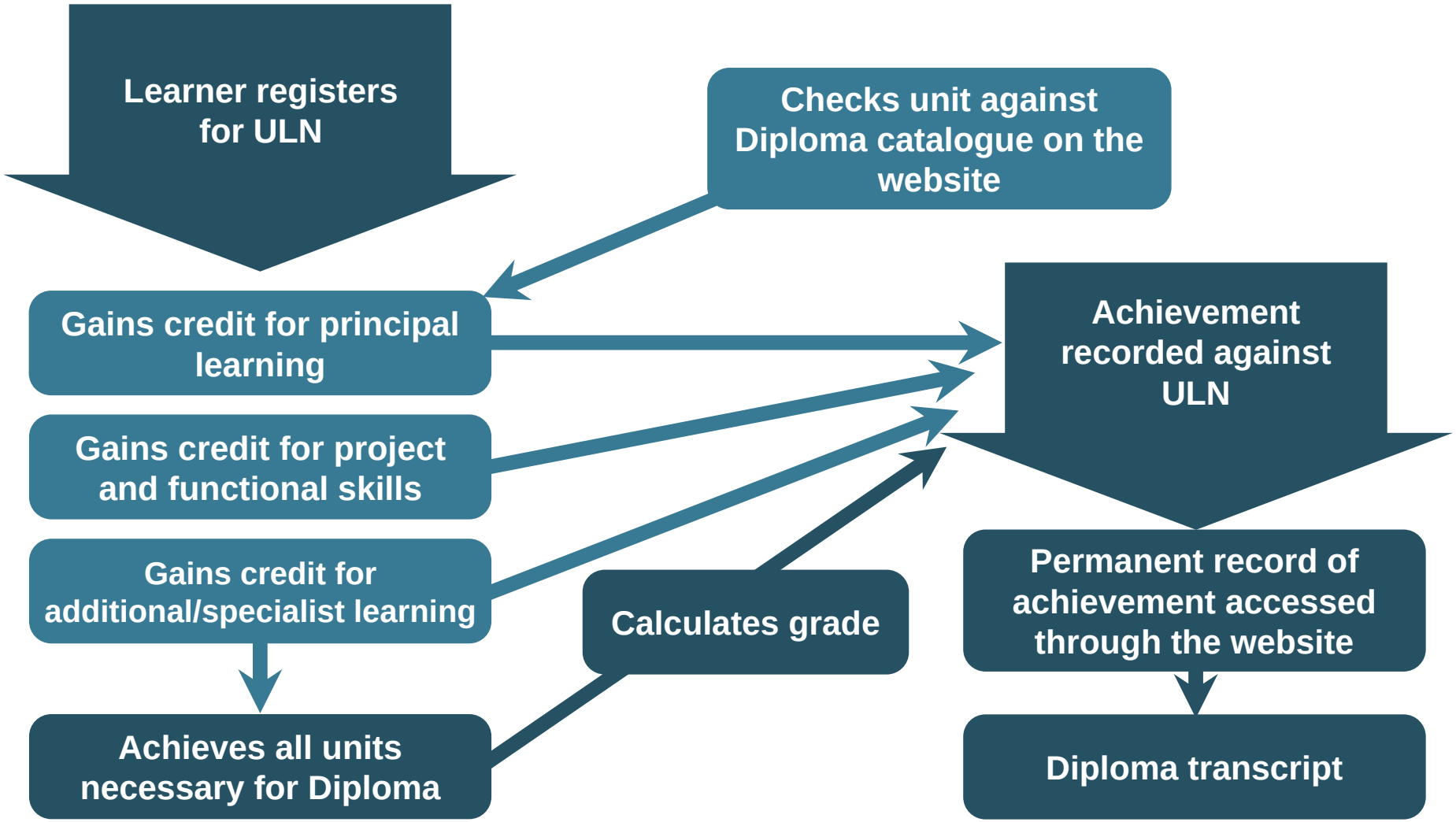
Administration for complex qualifications



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Diploma grading scale

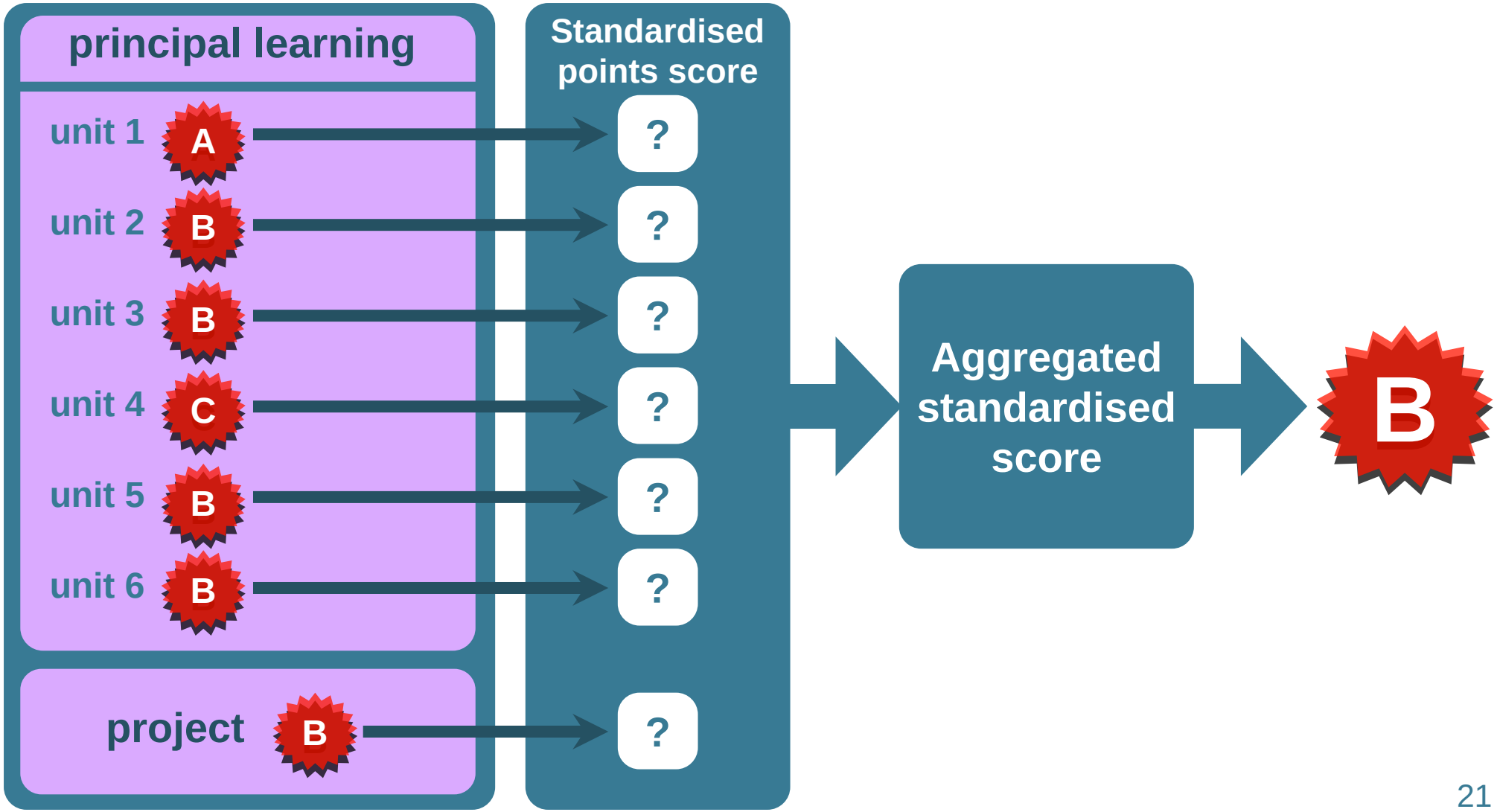
Foundation (level 1)	Higher (level 2)	Advanced (level 3)
A*	A*	A*
A	A	A
B	B	B
	C	C
		D
		E
U	U	U

Marking and grading

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

= contributes to overall Diploma grade

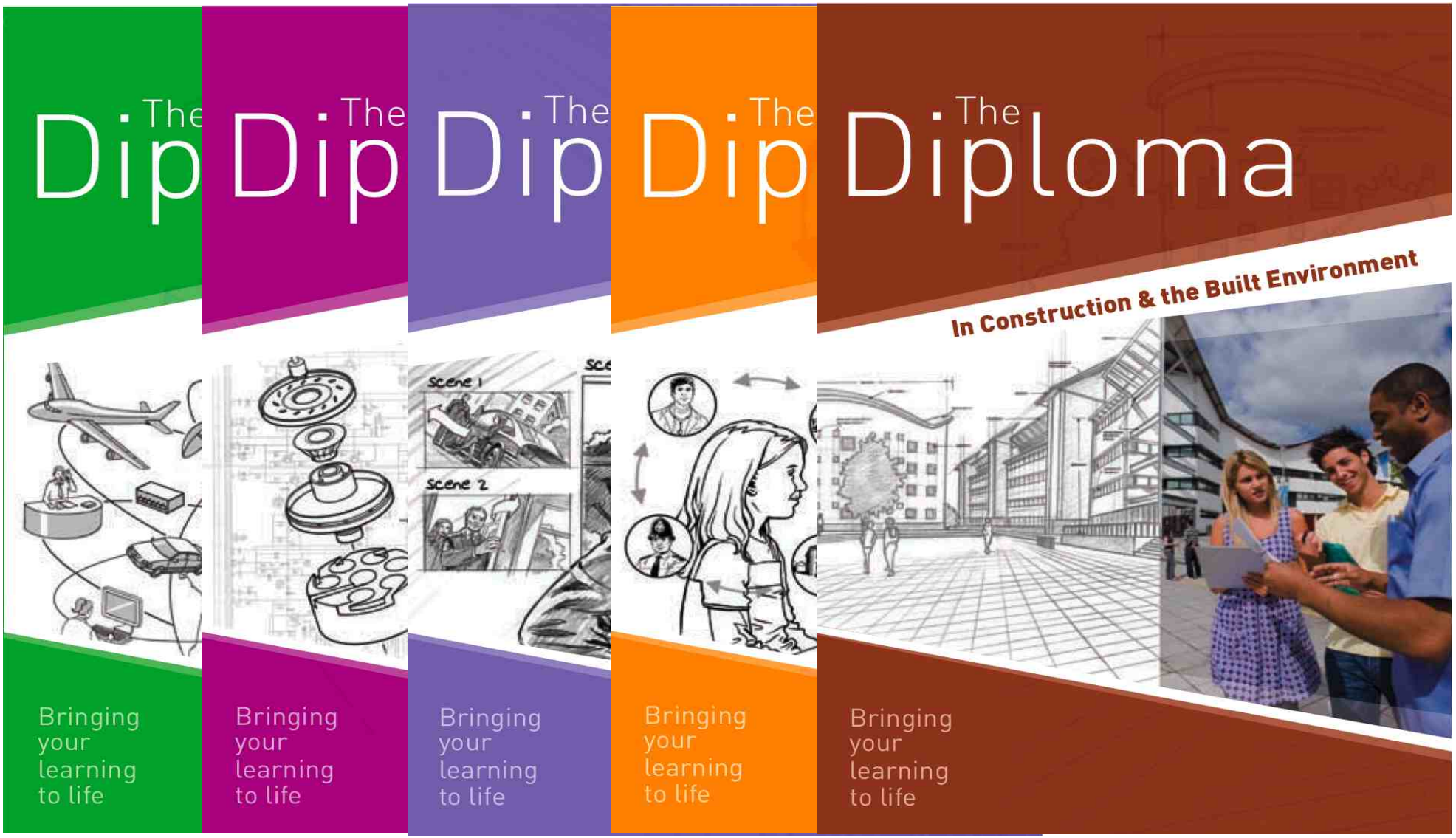
From component to Diploma grades



Diploma assessment

- mix of **internal** and **external**
- **assessment criteria** set out within qualification specifications (outlined on NDAQ)
- awarding bodies set internal assessment **requirements**
- **research** ongoing to develop standards around local assessment models

What does it look like?



Communications materials

Late September 2007

- Year 9 and 11 leaflets
- Line of Learning-specific leaflets
- Parent guide
- Teacher/Adviser guide
- Poster
- DVD
- Website

Autumn 2007-Spring 2008

- Interactive website
- Events marketing
- Local radio advertising
- Awareness raising through local and national press
- Employer marketing

Upcoming QCA developments

NAA 14-19 conferences for EOs

UCAS tariff (December)

phase 2 Line of Learning accreditation

Insights from Diploma pathfinders

guidance on use of Diploma aggregation service

implementing grading and marking

Diploma performance points

phase 3 specification development

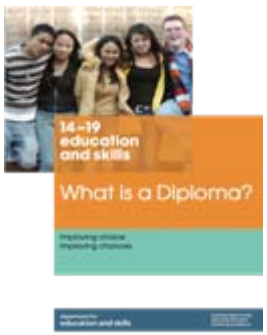
Autumn 2007 → **First half 2008**

For more information

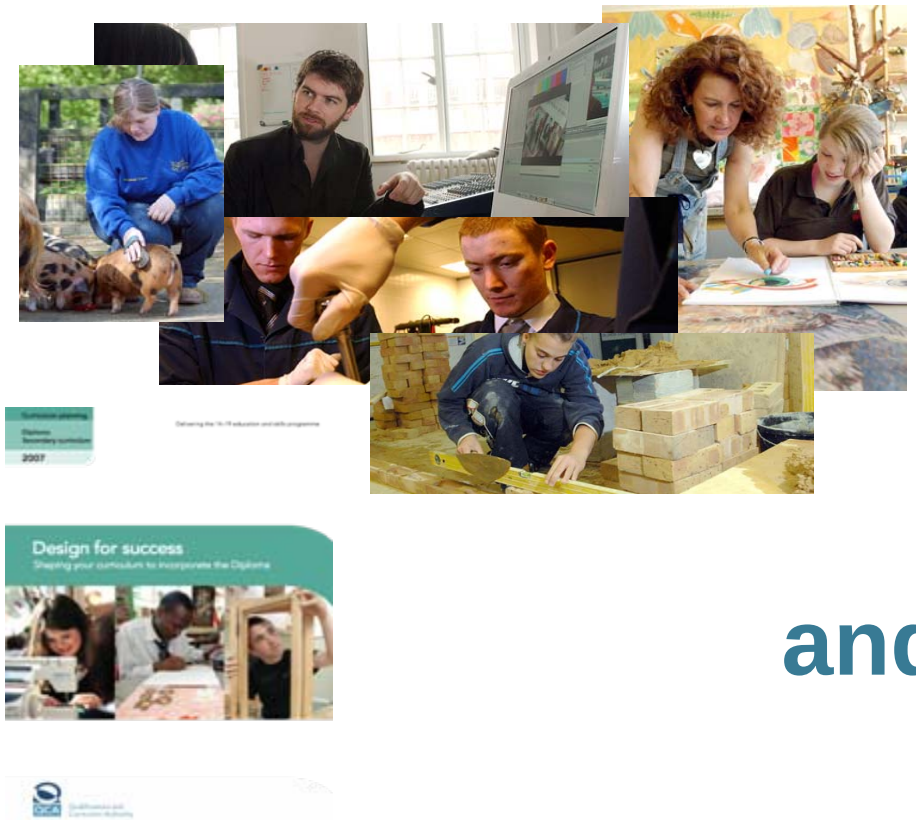
www.qca.org.uk/diploma

structures and standards

general information



curriculum resources



Diploma catalogues

and more...