

14-19 education and skills

Gateway Guidance

Improving choice
Improving chances

Gateway Guidance Contents

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For more information go to: www.dfes.gov.uk/14-19

Or e-mail: ask.gateway@dfes.gsi.gov.uk

This guidance provides information on the Gateway process, which those wishing to offer one or more of the first five specialised Diploma lines in 2008 will have to apply to. It includes outline

information on each of the first five specialised Diplomas, and on the self-assessment form that each consortium will have to complete and submit, via their Local Authority, by 11 December 2006.

1. Context: Specialised Diplomas

The 14-19 Reforms are designed to encourage more young people to continue learning for longer and gain the qualifications they need to progress into further and higher education or employment. We aim for a future in which every young person is prepared by their education for success in life.

A key part of the 14-19 Reforms is the introduction of a new qualification – the specialised Diploma.

Specialised Diplomas will be qualifications that provide an exciting, stretching and relevant programme of learning for young people of all backgrounds and abilities. They will offer a real alternative to traditional learning styles through an imaginative, high quality blend of general education and applied learning, and will be suitable for young people who enjoy the challenge and stimulation of developing knowledge and skills in a practical, work-related environment.

Each Diploma will contain pathways to accommodate a wide range of aspirations so that they will appeal to students preparing for higher education courses and to students planning to enter the workforce directly from their Diploma studies. Young people will be able to specialise in an area that particularly interests them or explore a range of related industries relevant to their chosen Diploma. Diplomas will contain a combination of the best elements of current qualifications and new units relevant to higher education and employers' needs.

Diplomas will be available in fourteen lines of learning at Levels 1, 2 and 3, covering all the sectors of the economy. The first five specialised Diplomas will be available for teaching from September 2008.

Employers, through Sector Skills Councils, have taken the lead in designing the content of the Diplomas, working closely with representatives from further and higher education, and schools in 'Diploma Development Partnerships' (DDPs), and with Awarding Bodies. The content of the first five specialised Diploma statements is available from the DDPs; summaries and website details are at Annex A. Draft subject criteria for the Diploma qualifications are also available on these sites. A summary document can be found at www.ssda.org.uk/ssda/Default.aspx?page=2861

Further details on the over-arching structure of Diplomas are set out in the document "The Specialised Diploma: Qualification Structure", available on the Qualifications and Curriculum Authority (QCA) website at www.qca.org.uk/16353.html

2. The Gateway

The Gateway was introduced in the *14-19 Education and Skills Implementation Plan*, which said:

“Schools, colleges and other providers wishing to offer the new Diplomas in 2008 (typically working as consortia), will need to pass through a Gateway process, which will assess their readiness for doing so. As part of this process they will need to show how they will work with other institutions to make the Diplomas available to as many young people as possible. The process will identify the level of professional development support that will need to be provided to prepare for first teaching of the Diplomas in September 2008 and will make sure that between them, institutions have the capacity, facilities and employer engagement to deliver.

The aim will then be to focus support where it is most needed, so that there is an assurance that wherever a Diploma is on offer, the quality is high.”

Main objective

The central objective of the Gateway is to ensure that, in the early years of a highly innovative qualification, it is delivered successfully, to fully prepare young people for better jobs or further learning opportunities.

The Gateway is a process that will assess consortia and identify those best equipped to secure the necessary Awarding Body approval to deliver the Diplomas in 2008. We have established it in order to help consortia of schools and colleges identify whether they are ready and capable of delivering Diplomas.

Gateway submissions will need to be robust and comprehensive. Our paramount aim is to ensure that those who deliver Diplomas from September 2008 do so to the highest possible standards. Successful consortia will only be those who are able to demonstrate that they have rigorous and compelling plans to prepare for the delivery of the Diplomas they hope to offer.

The process will also ascertain how partnerships should develop in order to deliver in 2008 or in subsequent years, and how they can be supported, to ensure that they are ready and capable of delivering Diplomas successfully. This process will apply only in England.

The Gateway also reflects the need for something different to the normal process of accreditation for new qualifications. It is evident that the new entitlement cannot be delivered by single institutions, be they schools or colleges, acting alone. The normal process of qualification accreditation would either accredit individual institutions or only judge their relationship with the other providers they were in partnership with. It would give no view of whether the arrangements fitted into the wider local offer, or help to ensure that the new entitlement will be delivered across an area.

The Gateway Process

Local consortia will need to develop a summary proposal that describes which institutions will offer which components of each Diploma, and at what level. Consortia will also be required to complete a self-assessment of their readiness in relation to each of the outline Gateway criteria. The criteria can be found at Annex B.

Local Authorities (LAs) will be required to forward all self-assessment submissions from their respective areas to the DfES's appointed managing contractor, Cambridge Education Limited, by 5:00 p.m. on Monday 11 December 2006. The completed self-assessment should be submitted to the LA by the beginning of December 2006. LAs, in consultation with the Learning and Skills Council (LSC), are asked to add comments in an accompanying statement. There is no LA veto over submissions, but we do want to ensure strategic coherence.

The self-assessment submissions will then be assessed by nine Regional Panels during January and February 2007. Each consortium will receive a decision and feedback for development from the Regional Panel process on their self-assessment submission.

The Regional Panels will not be expecting each consortium to demonstrate readiness to deliver Diplomas now. Rather they will be looking for a robust self-assessment of current preparedness, a clear understanding of what needs to be done in order to successfully deliver the Diplomas suggested, and credible plans for initiating and executing the necessary change to get there.

Consortia that receive positive decisions will then be offered tailored support from the DfES and its partner agencies which will aid their preparation to gain Awarding Body approval to deliver the Diplomas.

Table 1: Timetable

Date	Activity
October/December 2006	Consortia prepare self-assessment submission and send to their Local Authority by the beginning of December.
11 December 2006	Local Authorities submit completed self-assessment submissions, including the Local Authorities commentary on the rationale of the proposals to the DfES's managing contractor, Cambridge Education Limited.
January/February 2007	Nine Regional Panels consider self-assessment submissions for their region, and make recommendations.
February/March 2007	Gateway results announced.
March 2007	Local consortia receive detailed feedback from the Regional Panel process.
April 2007	Details released on how successful consortia begin to work with Diploma Awarding Bodies in order to achieve qualification approval to deliver Diploma lines.
September 2007	Specifications released. Applications begin to be submitted for Awarding Body approval.
September 2008	Delivery of the first five Diplomas begins.

3. Schools, colleges and other providers

We expect schools, colleges, employers and other providers to deliver Diplomas as part of a collaborative local partnership, rather than acting in isolation. A consortium should encompass all relevant local partners, including links to higher education institutions and Lifelong Learning Networks where appropriate.

Existing and new partnerships take time to mature and develop and we expect this to be reflected in your plans. In spring 2006 we published general guidance on establishing and working in 14-19 Partnerships (http://www.dfes.gov.uk/14-19/documents/partnership_guidance.pdf).

The criteria build on those published in May 2006. Consortia need to demonstrate effective plans for delivery in five key areas:

- Collaboration
- Facilities
- Workforce
- Information, Advice and Guidance
- Employer Engagement

Consortia will need to demonstrate a clear understanding of each Diploma line to be offered, with reference to the different and specific needs of each.

Each consortium will be asked to provide a lead contact for the Gateway process in order to ensure a single channel of communication. There is no expectation that this lead contact would be acting as the lead institution in the delivery of one or more Diplomas.

Functional Skills

Functional English, maths and ICT will be part of reformed GCSEs, of Diplomas, of Apprenticeships and also available as stand alone qualifications for young people and adults. Following piloting, functional English and ICT will be rolled out nationally in September 2009, and functional mathematics in September 2010.

We will expect schools, colleges and other providers who wish to deliver Diplomas from 2008 to be prepared to join the functional skills national pilot in September 2007, and we will give priority to those who are planning to do so. This will give them the opportunity to address a mandatory component of the Diplomas, improve their knowledge and experience of functional skills and allow the opportunity to comment and influence their development.

The functional skills pilot will also include centres which are not offering Diplomas from 2008. The pilots will be run by Awarding Bodies under the supervision of the QCA. Further information will be available on the QCA's website in due course at www.qca.org.uk/functionalskills

Promoting Diversity

We want to ensure that the Diplomas are attractive and accessible to young people of all abilities and backgrounds in order to promote diversity. We recognise that young people's choices will be most significantly affected by their own experiences in school and college. Consortia should therefore demonstrate that they have considered issues of equality and diversity with regard to Diploma delivery, and have identified actions to be taken to address any negative stereotypes and patterns. This work should build upon existing work by the LSC, LAs, schools and colleges, to promote equality and diversity. An on-line forum will be established on the DfES's website later this autumn for providers to share their experiences of best practice for promoting diversity with others.

Next Steps

We would now like consortia, with the assistance of their LA, to decide which lines of learning they would like to take forward. You should consider which groups of learners and which institutions will be best placed to deliver effectively and also what scale will be most suitable.

We welcome applications from consortia who wish to deliver all five lines in 2008, but high quality delivery is paramount and as such you may wish to concentrate on particular Diplomas. Where possible we are keen that consortia should begin to offer all three levels of a particular Diploma at the same time. This is not an absolute requirement but we do expect all consortia to be clear that progression routes from lower to higher level Diplomas are fully in place by the time young people complete their Diplomas (and of course, Diplomas are designed to allow a range of progression routes once they have been completed).

A summary of the Diploma content can be found at Annex A. Greater detail on each of the Diploma lines will be available on the QCA website (www.qca.org.uk) from the end of September 2006.

You will need to demonstrate a clear understanding of each Diploma line you plan to

offer, with reference to the different and specific needs of each. Please go to the relevant Diploma Development Partnership website for more information on each Diploma line:

Creative and Media –
www.skillset.org/qualifications/diploma

IT – www.e-skills.com/diploma

Health and Social Care –
www.skillsforhealth.org.uk

Engineering – www.engineeringdiploma.com

Construction and the Built Environment –
www.cbediploma.co.uk

By 5:00 p.m. on Monday 11 December 2006 we will require:

- A summary proposal, including which institution will offer which components of the Diplomas at what level within the consortium; and,
- A full self assessment submission from each consortium.

Consortia should submit assessments via their LA. LAs are asked to provide a covering statement.

In circumstances where consortia operate across LA or regional boundaries we will expect the self-assessment submission to be sent to the LA with the largest number of schools, colleges and other providers within the consortium.

The criteria and details on the self-assessment can be found at Annex B. In completing this assessment, each consortium should give thorough consideration to its current state of readiness for each Diploma line. Respondents will be required to attribute an rating of green, amber/green, amber/red or red (see Table 2) in relation to five categories of criteria (collaboration; facilities; workforce; information, advice and guidance; and employer engagement). A self-assessment of "Red" will not necessarily rule out a positive recommendation provided there is a robust and compelling plan of action in place now to address specific conditions by July 2007.

Table 2: Ratings

Rating	Definition
Green	Comprehensive arrangements are in place and working well.
Green/Amber	Clear arrangements are in place and are working, some issues remain.
Amber/Red	Arrangements are partly in place. However, significant further development is required.
Red	Arrangements are not yet in place, and much development is required.

Further information will need to be submitted against the specific criteria that make up each category, taking account clearly of the specific needs of each Diploma line. The panel will be looking for a robust self-assessment of current preparedness, a clear understanding of what needs to be done in order to successfully deliver the Diplomas suggested from September 2008, and credible plans for initiating and executing the necessary change to get there.

Evaluation

In order to help us learn from early delivery, consortia must be prepared to take part, if asked, in the evaluation of the Diplomas, to be led by the DfES and the QCA. This might involve maintaining data on characteristics of learners and co-operating with evaluations undertaken by the QCA, Awarding Bodies and other organisations.

4. Local Authorities and the Learning and Skills Council

Both LAs and the LSC have crucial roles in 14-19 delivery and in making the new entitlement a reality. The Education Bill, subject to Parliamentary approval, will place a duty on LAs (in relation to 14-16) and the LSC (in relation to 16-19) to ensure that there is sufficient provision of the Diploma courses in each local area from 2013.

We expect LAs to play a strategic leadership role, ensuring the delivery of 14-19 Reforms. The LSC will be the primary partner, using its funding powers to secure rapid and high quality implementation of the 16-19 entitlement in every area.

We have copied the expressions of interest to colleagues in regional Government Offices and the LSC. We expect LAs and the LSC to broker the most suitable consortium arrangements for their area. Each consortium should submit their completed self-assessments to their LA, who will have the responsibility to forward them to the DfES's managing contractor, Cambridge Education Limited.

LAs, in consultation with the LSC, are asked to provide a covering statement (maximum 1,000 words) explaining the strengths and rationale for each consortium proposal in their area. Please do not send any other supplementary documentation.

All submissions should be sent in both hard copy and by e-mail to:

Project Officer
Diploma Gateway Unit
Cambridge Education Limited
Demeter House
Station Road
Cambridge
CB1 2RS

diploma.gateway@camb-ed.com

Submissions must be received no later than **5:00 p.m. on Monday 11 December 2006.**

5. Regional Panel Process

Upon receipt, all self-assessment submissions will be referred to one of the nine Regional Panels. We have appointed Cambridge Education Limited to put a robust process in place for January and February 2007. To ensure a consistent approach, the Regional Panel composition will be the same in each region.

We expect that each Regional Panel will comprise:

- Government Office Director for Children and Learners (Chair)
- Diploma Development Partnership representative (on behalf of all initial five lines)
- Higher education representative
- QCA
- LSC Regional Director of Learning, Planning and Performance
- DfES 14-19 representative
- National Strategies representative

A pre-panel commentary will be prepared by Cambridge Education Limited to accompany the self assessment submissions. Those DDPs who are not represented on the Regional Panels will be given the opportunity to comment on each self-assessment. The Regional Panels may also access inspection judgements and other relevant local information. Additionally, the Regional Panels may visit or contact consortia to clarify information and to gather supporting material.

The Regional Panels will reach a decision as to whether each consortium proposal is:

- (a) Ready to pass through the Gateway, possibly with minor improvements and accessing available support, with a view to securing Awarding Body approval to deliver Diplomas from September 2008; or
- (b) Assigned a conditional recommendation to pass through the Gateway dependent upon significant improvement and accessing a range of support to address specific conditions by July 2007, with a view to securing Awarding Body approval to deliver Diplomas from September 2008; or
- (c) Not ready to pass through the Gateway. Needs to develop further than can reasonably be achieved in time for a September 2008 start and should therefore look to provide Diplomas from September 2009 or later.

Regional Panels may make different decisions on different Diploma lines.

The Regional Panels will operate by consensus with the Chair responsible for ensuring that a decision is reached. If consortia receive a positive recommendation they will then be able to go forward to apply for Awarding Body approval to offer the Diploma.

Post Regional Panel Feedback

Each consortium will receive feedback on their self-assessment submission, which will highlight specific areas for development and tasks that could be undertaken. This feedback will be copied to LAs and shared with other organisations and Awarding Bodies as deemed appropriate by the DfES.

Consortia that receive a decision (a) or (b) will be offered support packages to help them prepare to deliver the Diplomas. For further details of what these support packages will encompass please see page 13.

For those consortia who receive a decision (b) as outlined above, the regional Government Office will be tasked to ensure that the developmental needs are being addressed to the correct standard and schedule.

Those who receive a decision (c) should review the feedback from the Regional Panel process, discussing points with their Government Office as appropriate, with a view to delivery in 2009.

6. Support available from the DfES

i. Regional Conferences

We have established a programme of nine regional conferences that will take place in October 2006 (outline details can be found in Table 3). These crucial conferences are aimed at LA 14-19 Coordinators and their LSC counterparts, plus representatives (e.g. head teachers, principals, work-based learning providers) of those who have expressed an interest in passing through the Gateway.

During the conferences there will be opportunities to take part in workshops which will help to prepare for the Gateway through considering the Diplomas, local delivery issues, workforce support and employer engagement. The conferences will also offer areas the opportunity to give feedback to the DfES on the progress of the reforms, issues

and barriers to success. They will be delivered by the DfES, QCA, SSDA, DDPs, and the LSC with help from Government Office and LAs.

Table 3: Regional Conferences

Government Office Region	Date	Venue
South West	3 October	Haynes Motorcycle Museum
East Midlands	4 October	Crowne Plaza Nottingham
South East	6 October	Stanhill Court Hotel, Charlwood, Surrey
North East	11 October	Newcastle United FC
Yorkshire and Humber	13 October	The Met Hotel, Leeds
London	17 October	Holiday Inn, Regents Park
East	18 October	Ipswich Town FC
West Midlands	30 October	Motorcycle Museum, Solihull
North West	31 October	City of Manchester Stadium

Further details on the content of the conferences and how to reserve a place can be found at www.livegroup.co.uk/14-19conferences

ii. Learning Visits

The first tranche of Learning Visits, set up to enable practitioners to learn first hand about what has worked in 14-19 delivery, ran over the period April to July 2006. Thirteen Pathfinders and eight Increased Flexibility Partnerships hosted over 36 Learning Visits during this period. Take-up was encouraging - 78 LA areas went on one or more Pathfinder Visits, with very positive feedback, and we hope that all areas will go on at least one visit by the end of the year.

A second tranche of Pathfinder Learning Visits has started. The Learning Visits area of the 14-19 website at www.dfes.gov.uk/14-19 contains all visit details and booking arrangements.

iii. Capital Funding

There will be a limited amount of one-off capital funding available for consortia where this can aid 14-19 Diploma delivery. £40 million in capital funding will be provided to approximately 40 partnerships which have proposals for projects that require funding of around £1 million. Proposals for projects will be assessed by the DfES and receipt of funds will be dependent on successfully passing through the Gateway. This support will be for:

- a. consortia where the projects are at an advanced planning stage or the project has already started and additional capital is essential; and
- b. where there is a very robust self-assessment submission and we could be confident the consortia would use the money effectively and quickly (money to be spent by March 2008).

The £1 million per consortium could be spent on equipment or put towards a larger capital project where a partnership has some but not all of the funds required. Given the limited nature of the fund the approval for funding will be determined at a national level.

Consortia interested in applying for this capital support, who meet the criteria set out above, will need to submit a further component in their December self-assessment submission. Further details on the capital support and the required application information can be found at Annex C.

Longer term, capital needs will be met through BSF, the 16-19 capital fund and the FE Modernisation Fund. Strengthened guidance on 14-19 and closer alignment of the pre and post 16 capital funding is now in place for wave 4 BSF and beyond.

iv. Workforce Packages

We expect that all consortia who will deliver Diplomas in 2008 will need some form of workforce development.

The DfES is working closely with a number of partner organisations to develop support for the 14-19 workforce. These are:

- Centre for Excellence in Leadership (CEL);
- Lifelong Learning UK (LLUK);
- National College for School Leadership (NCSL);
- Secondary National Strategy (SNS);
- Quality Improvement Agency (QIA);
- Specialist Schools and Academies Trust (SSAT); and,
- Training and Development Agency (TDA).

These organisations are working collaboratively to ensure that there is joined-up support which meets the needs of the workforce across the schools, and learning and skills sectors. The organisations have existing networks to disseminate the workforce development information and the experience to develop and offer the training needed. In addition, they are also working closely with the DDPs to ensure that the support and materials accurately reflect the content of the Diplomas.

The support will be for those members of the workforce in schools, colleges and work-based learning providers who are involved in delivering, organising or leading the delivery of the Diplomas and Functional Skills.

The workforce development support will be tailored to each Diploma line, and have a blended learning approach, which includes a combination of face-to-face and e-learning. Each consortium will receive a package that is designed to meet their needs, as identified in the Gateway self-assessment, although the exact amount each consortium receives will depend on the numbers going through the Gateway. If the numbers are high, we will give priority to those consortia getting decisions (a) and (b). This workforce development will be free at the point of use.

The workforce development support will include:

- Preparation for leaders and managers, to enable them to work collaboratively and decide how and when to engage with the curriculum changes. This will be led by NCSL and CEL;
- Materials and support programme for the development of the workforce delivering the Diplomas at all three levels and for generic support. This will be led by SSAT and QIA;
- Access to regional and national networks that will provide sustainable support for practitioners. This will be led by National Strategies, SSAT and QIA; and,

- Materials and support programmes for the development of the workforce delivering Functional English, maths and ICT at entry level and levels 1, 2 and 3. This will be led by the National Strategies and QIA.

In addition, TDA and LLUK will offer a programme of work designed to ensure the supply of additional teaching staff and up-skilling the existing workforce, including developing new initial teacher training routes and training for support staff.

It will be important that the consortium works collectively together to ensure that the appropriate members of their workforce have the right support.

7. Awarding Body Approval

Only those who receive decisions (a) or (b) from the Regional Panels will be able to go forward to seek Awarding Body approval, from September 2007, to deliver the suggested Diplomas.

This is a separate and independent process, but we have worked with Awarding Bodies in developing the self-assessment framework and the various support packages so that providers should be well placed to secure approval to deliver the Diplomas.

Awarding Bodies are now continuing to work with the DDPs to develop qualifications to meet the Diploma specifications. These will be presented to the QCA for accreditation in spring 2007, and will be available to those schools and colleges who successfully pass through the Gateway to deliver in September 2008.

To summarise, Awarding Bodies will expect those offering Diplomas to be able to demonstrate that they have:

- The necessary provision of workforce and professional workforce development to deliver the Diploma in the context of developing work-related skills;
- Access to the appropriate resources, equipment and accommodation to deliver their chosen lines of learning; and
- Robust mechanisms to assure the quality of delivery and assessment.

Annex A

Specialised Diploma Content Summary

What are Specialised Diplomas?

Specialised Diplomas are exciting and innovative new qualifications for 14 to 19 year olds. They have been created to provide a real alternative to more traditional education and qualifications, and are the most important change to the country's education system since the introduction of GCSEs.

All Diplomas are being developed by employers, schools, colleges and universities, with awarding bodies, to help young people realise their potential and gain knowledge and skills in a 'real world' environment.

A Diploma is an all-round package which gives students the right knowledge, experience, insight and attitude to prepare them for the next stage in life – whether that's university, college or work.

When will they be introduced?

Some schools and colleges will begin teaching some Diplomas in 2008, with more being phased in during 2009 and 2010.

By 2013, the Diploma programme will be fully implemented and every 14 to 19 year old in the country will be entitled to take a Specialised Diploma if they wish.

Who are they for?

Because of their unique design, Diplomas are equally suitable for the most able pupils preparing for demanding university courses; for young people who find the existing education system doesn't suit them and for those who want to go straight into work after leaving school.

Students will be able to select which level Diploma suits them best:

Level 1: equivalent in size to 4-5 GCSEs at grades D to G

Level 2: equivalent in size to 5-6 GCSEs at grades A* to C

Level 3: equivalent in size to three A levels.

A level 3 'progression' Diploma, equivalent in size to two A levels, will also be available.

What subjects are taught in a Diploma?

From September 2008, Diplomas will begin to be available at all three levels in:

- Construction and the Built Environment
- IT
- Creative and Media
- Health and Social Care
- Engineering

From September 2009, another five will begin to be taught:

- Land-based and environmental studies
- Manufacturing
- Hair and Beauty
- Business Administration and Finance
- Hospitality and Catering

From September 2010, the final four will begin in:

- Public Services
- Sport and Leisure
- Retail
- Travel and Tourism

All Diplomas will ensure students get an excellent grounding in English, maths, IT user skills, and personal learning and thinking skills. A project will help develop students' ability for independent work, and every student will have at least 10 days' work experience.

Can students move from Diplomas to other qualifications?

Yes. Students have great flexibility in the qualifications they can choose – perhaps by taking a level 2 Diploma followed by A-levels, or GCSEs followed by a level 3 Diploma. Some Diplomas may also contain GCSEs and A-levels. Level 3 Diplomas will be accepted by colleges and universities, and level 2 Diplomas will be accepted for students wishing to take an Advanced Apprenticeship.

Will all Diplomas be available at all schools and colleges?

No – but from 2013, arrangements will be in place to ensure that young people can take any Diploma they want – even if it's not provided at their school.

Not all schools and colleges will be able to begin offering the Diplomas from 2008, and it is unlikely that any one school or college will be able to offer all 14 subject areas. Schools and colleges are therefore being asked to form consortia in their local area, and to submit expressions of interest in offering Diplomas. A 'gateway' process will then assess the capacity of the consortia to deliver high-quality Diplomas and will ensure schools and colleges get the support they need.

This means that if a young person wants to take a Diploma which is not offered at his or her school, there will be arrangements in place to ensure that a nearby school will be able to help.

Are the Diplomas being piloted?

Yes. Each Diploma has part of a pilot programme so that it is subject to three years of evaluation from the point at which it is introduced. In addition, schools and colleges in a number of areas (including Cumbria, Derbyshire, Gateshead, Islington, South Gloucestershire, Southwark, Wolverhampton and York) are testing elements of the Diplomas as they are developed.

Where can I find out more information?

A summary of the content of the first five Diplomas is set out overleaf. This does not describe what the qualifications themselves will look like, but it does set out the main areas of study for young people.

More information is available at www.dfes.gov.uk/14-19. If you have a specific question, you can email diploma@qca.org.uk or ring the enquiry line on 0870 000 2288.

Construction and The Built Environment

The Construction and the Built Environment Diplomas are designed to introduce young people to the fabric of the world in which we live and its impact on individuals and communities. They progressively build up an understanding of the physical extent and significance of the built environment and of the activities which shape, develop and influence it.

Young people taking a Construction and the Built Environment Diploma course will study how things get built and the factors that affect this, such as the planning process and social and environmental factors. They will also start to develop skills which are widely used across the built environment industries; the practical techniques used in the design, construction, maintenance and management of the built environment.

The industries covered by the Construction and the Built Environment Diplomas range from construction craft areas, such as carpentry, brick laying and decorating, through building services, such as electrical installation and plumbing, to management of the built environment, such as facilities management and estate agency. The Diplomas will enable young people to go on to degree courses such as construction management or Apprenticeships across the industry areas. They will prepare young people for a range of occupations and professions within construction, specialist building, building maintenance services, utilities services, facilities management, property and asset management and housing.

This is a summary of the content of the Construction and the Built Environment Diplomas. It gives a flavour of the kind of areas that would be studied by young people but by no means describes the full content at each Diploma level. For more information please visit; www.cbediploma.co.uk

Mandatory Learning

Functional skills in maths, English and IT user skills.
 Personal, learning and thinking skills.
 Work experience.
 Project.

Design the built environment:

design; planning; materials; economic, social and environmental issues.

Create the built environment:

job roles; tools, materials and processes; construction techniques; health and safety and environmental protection; project management.

Value and use the built environment:

Impact of the built environment on individuals and society;
 Housing and property; Maintenance and support.

Learners would have to apply principles, for example, by designing a complex structure, carrying out tasks safely using appropriate tools and safety gear and evaluating the contribution of the built environment to the community.

Optional Learning

Learners must select topics organised into three pathways (four at level 3), either concentrating on one or two pathways or selecting from across the range:

Construction; including surveying, civil engineering and craft skill options.

Building Services Engineering; including electrical or mechanical services.

Management of Built Assets; including valuation, sales and letting and housing management.

Management in the Built Environment (level 3); financial or project management, supply chain relationships

There are also a number of other topics such as CAD, science and materials, customer management, heritage and languages.

Creative and Media

The Creative and Media Diplomas will enable young people to develop their creativity and confidence and their ability to think, question, explore, create and communicate. They will learn about the creative and media industries, explore their own creativity, develop skills in critical thinking, creative problem solving and communication, and learn practical skills which enable them to apply their ideas in different ways.

There is a spectrum of industries covered by the Creative and Media Diplomas. They include visual arts and craft, a range of design disciplines, publishing and advertising, the performing arts, film, television, radio and interactive media and animation and computer games. However, many of the principles and underpinning skills and knowledge are common across these industries. Young people will be able to choose a number of different disciplines through which to apply their learning, depending on their interests and career aspirations, but much of their focus will be on developing a core set of skills and knowledge that are generic across the creative and media sectors.

Young people with a Creative and Media Diploma will develop a range of skills that will enable them to go onto a number of different specialist or more general higher level courses, such as degree courses in Performing Arts, Design or English Literature. They will also be able to progress to a Creative Apprenticeship or undertake training to support future employment.

This is a summary of the content of the Creative and Media Diplomas. It gives a flavour of the kind of areas that would be studied by young people but by no means describes the full content at each Diploma level. For more information please visit; www.skillset.org/qualifications/diploma

Mandatory Learning

Functional skills in maths, English and IT user skills.
Personal, learning and thinking skills.
Work experience.
Project.

Four themes

Creativity in Context:

Awareness of the context of creative production; Activities of the creative and media sectors; Critical analysis.

Thinking and Working Creatively:

Developing creative ideas; Research; Creative problem solving.

Principles, Processes and Practice:

Developing and using practical skills and techniques; New technologies; The creative process;

Creative Businesses and Enterprise:

The business context; The creative and media industries; Business skills, including marketing and management.

Delivered through a choice of disciplines – 5 at level 3, more at level 2:

2D Visual Art
3D Visual Art
Craft
Graphic Design
Product Design
Fashion Design
Textile Design
Printing and Publishing
Advertising
Drama
Dance
Music
Film and Television
Radio
Interactive Media
Animation
Computer Games
Photo Imaging
Creative Writing

Optional Learning

Additional and learning options are still to be worked up. However, it is likely that they will include topics reflecting the industry areas to allow greater specialism in particular areas of interest. They will also include options which complement the mandatory areas. For example, maths and IT will be needed to complement the computer games pathway for progression to higher levels, and English Language and Literature would be generally available but highly advised in support of the creative writing pathway.

Engineering

The Engineering Diplomas will provide young people with a foundation in engineering principles. It will apply theoretical knowledge and skills to engineering with the emphasis on learning by doing. This will enable students to go on to higher levels of study or employment.

As well as developing theoretical, technical and practical skills, young people will learn general IT skills, team working, problem solving and multi-disciplinary working, management and organisation skills, all of which are essential to success in the different engineering related industries. The Engineering Diploma will enable young people a real understanding of the future of engineering and the demand for new technologies, innovation and entrepreneurship.

The range of industries covered by the Engineering Diplomas includes Automotive maintenance, petroleum and process technology, utilities engineering and renewable energy, passenger transport engineering, robotics, CAD CAM, CNC, Bioengineering, Medical Engineering, marine, aeronautical, building services engineering.

This is a summary of the content of the Engineering Diplomas. It gives a flavour of the kind of areas that would be studied by young people but does not describe the full content at each Diploma level. For more information please visit; **www.engineeringdiploma.com**

Mandatory Learning

Functional skills in maths, English and IT user skills.
 Personal, learning and thinking skills.
 Work experience.
 Project.

The Engineered World:

Sectors, roles and careers and professional development;
 Social and economic impact; Engineering as a business.

Discovering Engineering:

Engineering design; Applications of computers in systems and products; Electronic and electrical systems;
 Maintenance and Quality control; Materials technology;
 Manufacture and Process Engineering.

Engineering the future:

Impact of engineering on society and the environment;
 sustainability.

Analytical methods for Engineering (level 3):

Maths and physics and their application in engineering.

Learners would have to apply principles, for example by preparing and consulting on design proposals.

Optional Learning

A selection of topics from a range reflecting the industry areas covered by the Diplomas:

Automotive maintenance, petroleum and process technology; utilities engineering and renewable energy; passenger transport engineering; manufacturing engineering; robotics; CAD CAM; CNC; Bioengineering; Medical Engineering; marine, aeronautical, building services engineering

Other topics which complement the programme of study such as languages.

Health and Social Care

The Diplomas in the Health and Social Care subject area place the intrinsic value of all human beings at their heart; they are fundamentally about the care and development of people. They will provide young people with an understanding of health, social care, children’s services and community justice and help them develop the skills critical to working successfully in all these areas, problem solving, team working, communication and creative thinking.

These Diplomas will focus on key principles in the sectors, such as the rights and responsibilities of individuals, and the way in which health and care systems operate in this country, with a particular emphasis on partnership working and communication between agencies and individuals.

Achieving a Diploma in Health and Social Care will help a young person progress to a range of degree courses, including those leading to social work, nursing and other health professions, and teaching. It will also provide young people with the skills and knowledge to go into a large number of health and care Apprenticeships and jobs, covering both children’s and adults services.

This is a summary of the content of the Health and Social Care Diplomas. It gives a flavour of the kind of areas that would be studied by young people but by no means describes the full content at each Diploma level. For more information please visit; **www.skillsforhealth.org.uk**

Mandatory Learning

Functional skills in maths, English and IT user skills.
 Personal, learning and thinking skills.
 Work experience.
 Project.

Principles and Values Partnership working Communications
 and information sharing
 Personal and professional development
 Health, safety, security and risk
 Safeguard and protect individuals
 Infection prevention and control*
 Health, wellbeing and lifestyle*
 Addressing needs*
 Human growth and development*
 Causes and impact of offending behaviour*
 Supporting children and young people's development*
 Health care services, procedures and medication*
 The social care model*

*These only mandatory at level 2

Learners would have to apply their learning, for example, by undertaking role play to explore communications methods and devising and carrying out a personal health improvement plan

Optional Learning

A choice of options (these are primarily at level 3):

Infection prevention and control
 Health, wellbeing and lifestyle
 Addressing needs
 Supporting adults through transitions
 Causes and responses to offending behaviour
 The impact of offending behaviour on individuals and communities
 Supporting children and young people's development
 Play and learning
 Supporting children and young people through transitional processes
 Health conditions and treatments
 Nutrition and health
 Promoting independence in social care
 Group work in social care
 Leadership and management
 Ethical dilemmas, judgements and decision making in social care practice

A-level options, particularly science-based, will also be available to support progression to higher level courses where these are required.

IT

The Diplomas in the IT subject area will engage students through the real-world integration of technology in business. Students will explore the transformational potential of technology, learn how to deliver successful projects, create technology solutions to meet business requirements, and develop their ability to work effectively in a professional business environment.

Underpinned by the three integrated themes of Business, People and Technology, these Diplomas bring learning to life through student-relevant contexts such as the music industry, computer games and the internet. The subject-matter content is supported by the development of skills in English and communications, Maths, team working, critical analysis and problem solving and creative thinking.

While these Diplomas are particularly relevant to future IT professionals, entrepreneurs, and business managers and leaders, they are also highly valuable to anyone who may in future work in a technology-enabled environment. Students of these Diplomas will be able to help UK businesses succeed in highly competitive global markets in an e-enabled world.

Young people with these Diplomas will be able to progress into a wide range of degree courses, not only technology and business-related subjects, but a very wide range of other choices, depending on the options chosen within the Diploma. Students may also enter the workforce, for example into Apprenticeship or other training programmes.

This is a summary of the content of the Diplomas in the IT subject area. It gives a flavour of the kind of areas that would be studied by young people but by no means describes the full content at each Diploma level. For more information please visit: www.e-skills.com

Mandatory Learning

Functional skills in maths, English and IT user skills.
 Personal, learning and thinking skills.
 Work experience.
 Project.

Level 2

Technology in business:

Transformational Technology: the impact on globalisation, business success and business operations.

Technology systems:

Designing technology systems, programming and security.

Working in Enterprise:

Effectiveness in a professional work environment, including the use of language and number to communicate ideas, plans and results.

Level 3

The potential of technology:

Realising the potential of technology: business cases for technology solutions.

Understanding organisations:

Company structures and styles, and the impact of technology; levers for business performance.

Professional development:

Effective English and maths in the business environment;
 Business analysis; Problem solving and negotiation.

Making projects successful:

Project life cycles; Project planning; Managing risk

Creating technology solutions:

Design principles, Programming; Data modelling; Data management; Security.

Managing technology systems:

Technical support; Change management; Systems configuration and maintenance
 Problem solving.

Optional Learning

A number of options from a range that will include:

GCSEs (at level 2) or A (at level 3) levels

IT-related qualifications, including professional qualifications.

Modules from other Diplomas or qualifications

Annex B

Criteria and self-assessment process

The self-assessment form is a separate document, which can be downloaded from www.dfes.gov.uk/14-19. You must fill in one of these forms for each Diploma line you are applying to deliver.

In completing this assessment each consortium should give thorough consideration to its current status and attribute a grade for each Diploma line

in relation to the main criteria. The definitions of the grades can be found below:

Rating	Definition
Green	Comprehensive arrangements are in place and working well.
Green/Amber	Clear arrangements are in place and are working, some issues remain.
Amber/Red	Arrangements are partly in place. However, significant further development is required.
Red	Arrangements are not yet in place, and much development is required.

As you fill in the self-assessment, bear in mind that the Regional Panel will not be expecting you to demonstrate readiness to deliver Diplomas now. Rather they will be looking for:

- An honest and robust assessment of your current situation;
- A clear understanding of what needs to be done by September 2008 in order to successfully deliver the Diploma(s); and,
- Credible plans for delivering the change necessary to get there.

The layout of the self-assessment reflects this.

You will be expected to provide evidence for your assertions, including considerations of funding and timing as appropriate.

You will also need to demonstrate a clear understanding of each Diploma line you plan to offer, with reference to the different and specific needs of each.

By submitting your self-assessment, you consent to the information you provide being shared with relevant organisations and Awarding Bodies as determined by the DfES.

Your Local Authority should submit a statement as detailed on page 35.

Summary Proposal

You will need to explain how each Diploma will be delivered across your consortium (300 words maximum for each Diploma line). You should outline which centres will be undertaking the delivery of each part of the Diploma, how many young people you

anticipate will be taking each Diploma at each level, and should refer to the specific needs of each Diploma you propose to offer, consulting the appropriate DDP website for more information:

Creative and Media

(www.skillset.org/qualifications/diploma)

IT (www.e-skills.com/diploma)

Health and Social Care

(www.skillsforhealth.org.uk)

Engineering (www.engineeringdiploma.com)

Construction and the Built Environment

(www.cbediploma.co.uk)

1. Collaboration

It is not possible to deliver the 14-19 Reforms, to achieve the national entitlement by 2013, alone. Schools and colleges will need to collaborate with each other and with work-based training providers, employers and all relevant local partners to deliver Diplomas.

In order to deliver Diplomas in 2008, you should therefore be part of a consortium, encompassing all relevant local partners. As part of this consortium you will need to demonstrate a clear understanding of the roles and accountabilities of each member. Collaborative structures for funding and organisation will need to be in place to support the delivery of Diplomas.

You will need to ensure that all young people of all abilities can access your local offer. This will build on the work of your shared local prospectus. The

offer will need to be underpinned by effective and appropriate arrangements for transport, timetabling, curriculum development, administration and quality assurance across your consortium.

There is no requirement that an institution must collaborate on the teaching and learning of any particular Diploma, although appropriate access arrangements for young people from elsewhere within the consortium will need to be demonstrated.

You will also need to demonstrate a shared approach to the other areas in this self-assessment, including employer engagement, the development of facilities and the workforce, and Information, Advice and Guidance.

You will have to address the following questions:

- a. Outline how and where you have collaborative arrangements that are working well now, and where you have identified that more needs to be done.
- b. Explain what collaborative arrangements will be in place in your consortium for September 2008 to deliver these objectives.
- c. Set out your plans for delivering the necessary changes for September 2008, including the key milestones between now and then.

2. Facilities

To deliver Diplomas you will require the facilities – resources, equipment, and accommodation – to deliver high quality applied and practical teaching and learning, within a context that clearly reflects employment. These will need to be in place for each line of the Diploma you plan to deliver.

You will need to demonstrate that you have such facilities, or will have them by September 2008. You should explain how each member of the consortium will be able to utilise the facilities and where responsibility for delivering and managing the facilities lies.

There is a limited amount of capital funding available to support the development of new facilities for Diploma delivery. This support will

be for consortia where the projects are at an advanced planning stage or the project has already started and additional capital is essential. If your submission is reliant on a successful bid for this capital funding, you must state that below. This one-off funding must also be spent within the 2007-08 financial year, therefore this should be reflected in your plans below.

Consortia applying for this Diploma capital support will need to submit a further component in their self-assessment submission. Further details on the required application information can be found at Annex C.

You will have to address the following questions:

- a. Detail what relevant facilities (resources, equipment, accommodation) you currently have, and any shared use between consortium members.
- b. Outline what facilities you plan to put in place to deliver high quality applied and practical teaching from September 2008, and how they will be used by young people across the consortium.
- c. Set out your plans for making the necessary improvements to your existing facilities between now and September 2008, including how these developments are to be funded.

3. Workforce

Specialised Diplomas are designed to be innovative qualifications, and will require a well-trained and motivated workforce in order to ensure effective delivery. We will be providing more detail about the support package available from the DfES and workforce partners during the Regional Conferences this autumn.

At this stage, you will need to demonstrate a clear understanding of what type of staff will be needed to deliver Diplomas.

You must commit to provide the necessary support and development for your workforce.

For current members of the workforce, you will need to show an understanding of training

required for these very different qualifications, including how these fit alongside other training demands (e.g. Key Stage 3 training, etc.) and the demand for training amongst the local workforce.

For new members of the workforce, you will need to show an understanding of how such staff will need to be recruited from outside the current workforce, and how you will achieve this.

You will need to indicate your willingness to take part in the functional skills pilot from September 2007.

You will have to address the following questions:

- a. Outline the relevant strengths and gaps within your current workforce, and the number of current staff likely to be involved in delivering this Diploma.
- b. Explain what staff you will need to deliver this Diploma in September 2008, including how you have arrived at this assessment.
- c. Set out how you will ensure the necessary recruitment and training of staff so the workforce are well placed to deliver this Diploma by September 2008.

4. Information, Advice and Guidance

You will need to demonstrate that you have in place, or will develop, effective and timely provision of impartial Information, Advice and Guidance (IAG) on curriculum choices and progression routes for young people of all backgrounds and abilities, integrated with your overall careers education programme. The local prospectus will support this objective.

This should include work to raise aspirations encouraging future participation and attainment. You should also have plans in place which seek to tackle stereotypes around race, gender, disability, or socio-economic status. Furthermore, you should

show how you intend to ensure all young people and parents/carers receive good IAG in relation to the Diplomas, be they high or low attaining.

Your IAG strategy should offer clear links to local employers and to higher education opportunities, with links to the Aimhigher programme.

IAG should include a range of approaches to help young people make effective choices, for example taster courses, etc.

You will have to address the following questions:

- a. Outline your current arrangements for IAG, both the current strengths and weaknesses. State where these are collaborative across the consortium.
- b. Set out what IAG will be on offer for September 2008, and how you will ensure impartial and timely advice, challenge stereotypes, address different attainment groups, and connect to employers and higher education.
- c. Explain how you will make the required improvements to IAG so young people can make informed decisions about their options for September 2008.

5. Employer Engagement

Developing effective employer links will be critical to the delivery of Diplomas. Crucially, you will need to show how you will work with employers to deliver work-related learning and sufficient high-quality work placement opportunities for young people studying for a Diploma.

You will need to demonstrate how you have built on existing local mechanisms (e.g. Education Business Partnerships) to forge strong and mutually beneficial links with local employers. These links should support your delivery of the required work placement opportunities, as well as

other forms of tangible support such as learning resources, visits and mentoring. Wherever possible, this work experience should be directly related to the Diploma line being studied, but as the lessons to be learnt from spending time in the workplace are not all sector-specific (e.g. time management or team working) placements could be undertaken with any employer.

Employers must be actively involved in helping your consortium plan.

You will have to address the following questions:

- a. Outline your current links with employers and employer organisations, including an assessment of the existing capacity for high quality work placements in your area.
- b. Detail how you intend to work with employers so that by September 2008 you have the most effective and sufficient Diploma provision in place.
- c. Explain how you will develop relationships with local employers and employer organisations to achieve your plans for September 2008.

Local Authority statement

Each consortium should submit their completed applications for each Diploma line to their LA for forwarding to the DfES's managing contractor, Cambridge Education Limited.

LAs, in consultation with the LSC, should provide a covering statement (maximum 1,000 words) explaining the strengths and rationale for each consortium's set of applications. This should provide the wider content - showing how the consortium's proposals for one or more Diploma lines relate to the programme of 14-19 Reform taking place locally.

The LA should include in this statement any issues and concerns it has around strategic coherence. Whilst there is no LA veto on applications to the Gateway, statements will be carefully considered.

Annex C

Guidance on Applications for Capital Support

Summary

This guidance aims to inform local authorities (LAs), schools, colleges and other providers about the allocation of the Diploma Gateway capital support. Ministers have agreed for £40 million to be made available in 2007-08, for consortia preparing to deliver Diplomas in 2008.

Applications must be made through your LA alongside your December self-assessment submission to the Gateway. All applications will require a statement of support from the LA on the strategic fit of the proposal.

We expect the capital support will be provided to around 40 partnerships to support the delivery of 14-19 Reforms. From the areas that are successful in the Gateway exercise, we will select at a national level which consortia proposals to support. This support would be for:

- Consortia where the projects are at an advanced planning stage or the project has already started and an injection of capital is essential (this will need to be referred to in your self-assessment); and,
- Partnerships where there is a very robust bid for the Gateway and we could be confident the consortia would use the money well and quickly.

In all cases the projects would need to assure us that the capital could be spent during the financial year 2007-08.

Priorities for allocation of capital support

Projects should make clear how the proposal will contribute to raising standards for 14-19 year olds and increasing participation post-16.

The DfES is seeking bids which will particularly demonstrate evidence of how a project will:

- Provide greater flexibility and choice in the curriculum at Key Stage 4 and post-16 in order to offer the Diplomas, and to increase engagement with a wide range of pupils;
- Make high quality facilities available to provide a professional experience, enabling high quality applied and practical teaching and learning, within a context that clearly reflects employment; and
- Enhance collaborative working between consortia providers.

The funding will be available as capital grant for investment in buildings, equipment (e.g. engineering equipment) or ICT, which would be used across the partnership and will enhance delivery of the 14-19 Reforms, particularly the Diplomas.

Proposals should be designed to raise standards, and must demonstrate value for money. The intention is to get some exemplar areas for the 2008 diplomas, which others could also visit for ideas.

Coverage of project proposals

Applications should be set out in **no more than two sides of A4**, and will need to cover:

- Details about the overall project including how this capital proposal fits with the 14-19 vision for partnership working to deliver Diplomas from 2008, and how the proposal will link to future BSF planning;
- The involvement of the individual schools, colleges and other providers in the partnership including how the funding would be used, the overall cost of the project, and details of other sources of funding; and,
- The outcome that will be achieved as a result of the additional investment made.

Applications will be assessed against the above criteria. The two sides of A4 should therefore be set out to clearly cover each of these three sections..

Information on the DfES's guidance regarding best practice in design, use and management of school facilities can be found at:

<http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/>

Basis of allocations

Proposals, whether focused on school, FE or joint projects, should include at least a 20% contribution from other sources, details of which should be set out in the application. For example, this could include schools' own formulaic capital funding, college reserves, contributions from the LA or other funding body or employer sponsorship. VA schools usually receive grant at the rate of 90% (the 10% contribution by the Governing Body would form part of the 20% overall contribution).

We expect to fund applications up to £1m for partnerships. Exceptional proposals (e.g. involving new build) will be considered on an individual basis.

The deadline is 11 December, to be submitted alongside your self-assessment submission for the Gateway. All submissions should be sent by the LA in both hard copy and by e-mail to:

Project Officer
Diploma Gateway Unit
Cambridge Education Limited
Demeter House
Station Road
Cambridge
CB1 2RS

diploma.gateway@camb-ed.com

Submissions must be received no later than **5:00 p.m. on Monday 11 December 2006.**

Allocations will be made through LAs for school based projects. For colleges, applications will be accepted from consortia including a wide range of providers including those in the private school sector or work-based learning sector. The consortia will however need to identify a lead partner which should be either a school or college.

This is a one-off injection of capital support to pump prime exemplar projects. Longer term funding will largely be through our main schools capital programmes, such as BSF and formulaic capital funding and LSC administered capital programmes including the 16-19 Capital Fund and the FE renewal and modernisation fund.

If you have any questions regarding this guidance you can e-mail:

ask.gateway@dfes.gsi.gov.uk



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