



developing people, improving young lives



Skills for Learning Professionals

Training and Development Guidance

For Teachers of Diplomas

February 2007



Working together to deliver the
14-19 education and skills programme

Contents

Introduction	2
Structure and content of the Training and Development Guidance for Teachers of Diplomas	3
Summary of the key elements and extent statements	5
Training and Development Guidance for Teachers of Diplomas	7
Skills, Knowledge and Attributes	7
Section 1 Personalised learning	7
Section 2 Assessment	10
Section 3 Generic learning skills	13
Section 4 Information, advice and guidance (IAG)	15
Section 5 Working collaboratively	17
Section 6 Developing reflective practice	19
Appendix: Mapping to the professional standards, TDA and LLUK	21

Introduction

This Training and Development Guidance for Teachers of Diplomas details the extent of skills, knowledge and attributes identified as important for teachers of specialised Diplomas.

The Training and Development Guidance for Teachers of Diplomas provides a foundation on which managers in schools, colleges, training providers and other providers within a 14–19 Partnership delivering the Diplomas can develop the relevant professional support and staff development opportunities to enable teachers of the Diplomas to support their learners to effectively engage with their principal and specialist learning and wider generic employment skills.

The introduction of the Diplomas brings challenges to all those involved in developing learning and delivering teaching. It will bring into acute focus the need for teachers across pre- and post- 16 provision to have the skills, knowledge and attributes that will enable them to provide stimulating, challenging and motivating learning opportunities that stretch higher attainers while supporting those who need to make a longer journey to achievement.

In order to ensure that teachers of the Diplomas have the requisite skills, they will need to identify where they are now on the scale of understanding and skills and where they need to be to become effective deliverers of the Diplomas. How they then reach that point in their personal development will require them to reflect on the most appropriate route to acquiring these skills and knowledge, accessing the provision most relevant to their needs.

This Guidance does not seek to replace the skills, knowledge and practice required of all teachers in secondary and post-16 teaching. These are outlined effectively and comprehensively in both the QTS and QTLS requirements. The Guidance does, however, seek to clarify and emphasise the specific skills required by Diploma teachers which overlay the teaching standards of both sectors, and provide a specification against which managers of teachers/tutors/trainers can determine and support the staff development needs of Diploma teachers.

Based on extensive research into identified and reported best practice in vocational and applied delivery and partnership collaborative working¹, the skills required by Diploma teachers are those which enable them to meet the individual needs of their learners to support, guide and teach them the skills they, in turn, will need for progression into further learning or employment.

Specifically this includes the delivery of a personalised programme for each learner which will enable them to reach their potential, and meet their aims and aspirations for their future. Contributing to effective information, advice and guidance prior to and on course forms a critical element of the support a Diploma teacher should provide, as is the development of an individual learning plan which enables learners to take responsibility for setting and reviewing their targets for progression in their chosen subject. To ensure that all parties across the partnership are working in concert to support learners, Diploma teachers will need to develop the skills to work collaboratively to determine common processes and procedures, which include assessment strategies both to support learning and to assess progression, and the engaging and interactive delivery of teaching and learning, harnessing both traditional teaching methodologies and new and emerging strategies including blended and e-learning.

To develop as an effective Diploma teacher, with the range of skills identified, teachers will need to incorporate into their professional lives the principles of reflective practice that are key to personal and professional development, and will enable them to identify and review their own progress and determine future development needs.

¹ **Excellence in supporting applied learning**: Building the evidence base to underpin the development of the new and existing workforce that will deliver Specialised Diplomas, Harkin, (LLUK, 2007)

Report on the evidence base for the Training and Development Guidance for Teachers of Diplomas, Tribal CTAD (LLUK, 2007)

Structure and content of the Training and Development Guidance for Teachers of Diplomas

The structure of the guidance provides the six primary **sections**:

Personalised learning
Assessment
Generic learning skills
Information, advice and guidance
Working collaboratively
Developing reflective practice

The key **elements** that underpin each section are outlined, e.g.

- **The importance of personalised learning in raising standards**

These elements, in turn, are further detailed with the **extent** of the elements. These indicate what is expected of Diploma teachers, e.g.

- Diploma teachers should understand the principles of personalised learning in raising standards

The **range** of each extent statement is indicated, e.g.

The principles of personalised learning include:

- the systematic and explicit development of learning skills and strategies across the curriculum
- its role in enabling learners to take responsibility for their own learning
- its value in equipping learners to transfer their learning to different contexts
- meeting individual learner needs and ensuring an inclusive provision.

In summary, the **enabling** statements provide a guide to what Diploma teachers should be able to do for each of the extent statements, e.g.

This will enable Diploma teachers to:

- meet the needs, aspirations and interests of all learners
- focus on the delivery of applied learning in relevant and meaningful contexts
- practice these skills in their own teaching and personal learning
- involve learners in planning learning and identifying progress.

Structure and content of the Training and Development Guidance for Teachers of Diplomas

continued

Section	Section 1	Personalised learning	
	Element	Skills, knowledge and attributes	
Element	The importance of personalised learning in raising standards	<p>Diploma teachers should understand the principles of personalised learning in raising standards.</p> <p>Diploma teachers should recognise and support the benefits of personalised learning for the learner.</p> <p>Diploma teachers should identify the implications for their role as a teacher.</p> <p>The principles of personalised learning include:</p> <ul style="list-style-type: none"> the systematic and explicit development of learning skills and strategies across the curriculum its role in enabling learners to take responsibility for their own learning its value in equipping learners to transfer their learning to different contexts meeting individual learner needs and ensuring an inclusive provision. <p>The benefits of personalised learning include:</p> <ul style="list-style-type: none"> acknowledging and valuing the learner voice enabling learners to maximise their potential regardless of abilities or background promoting learner engagement and achievement increasing learner confidence and self-esteem and their ability to make a positive contribution in all they do. <p>Implications for their role as a teacher include:</p> <ul style="list-style-type: none"> ensuring currency of specialist area and participation in relevant CPD planning learning based on an understanding of the relationship between theory and practice in applied learning, and the relationship between learning in different contexts (such as the classroom, the workshop and the workplace) developing a can-do attitude in learners with high expectations of their ability to develop confidence and acquire skills using initial assessment tools and assessment data to plan personalised learning teaching strategies that engage and motivate, including use of ICT and e-learning using a range of teaching and learning strategies: e.g. group work, whole class, discussion, games, project work, peer collaboration, etc promoting and facilitating student centred learning differentiating along a number of axes: e.g. level, learning styles using the 'plan, do, reflect, review' cycle to enable learners to acquire learning skills and identify progress. 	Extent statements
			Range statements
		<p>This will enable Diploma teachers to:</p> <ul style="list-style-type: none"> meet the needs, aspirations and interests of all learners focus on the delivery of applied learning in relevant and meaningful contexts practice these skills in their own teaching and personal learning involve learners in planning learning and identifying progress. 	Enabling statements

Summary of the key elements and extent statements

Key elements for personalised learning:

- **The importance of personalised learning in raising standards**
 - Diploma teachers should understand the principles of personalised learning in raising standards
 - Diploma teachers should recognise and support the benefits of personalised learning for the learner
 - Diploma teachers should identify the implications for their role as a teacher.
- **Developing and/or contributing to a learner's ILP**
 - Diploma teachers should understand the benefits of appropriate initial assessment of learner need
 - Diploma teachers should encourage a reflective approach to promote lifelong learning and development through effective use of Individual Learning Plans (ILPs).
- **Ensuring progress towards fulfilling potential**
 - Diploma teachers should support learners to achieve their potential
 - Diploma teachers should encourage learners to reflect on their application of skills acquired.
- **Providing effective mentoring and pastoral support**
 - Diploma teachers should understand the importance of effective mentoring to support learners
 - Diploma teachers should contribute to the pastoral support for learners, recognising its role in supporting learners to overcome barriers to learning.

Ensuring a safe and equitable learning environment

- Diploma teachers should understand the key aspects of providing a safe learning environment
- Diploma teachers should ensure that all learners are given the support to overcome any barriers to reaching their potential.

Key elements for assessment:

- **The importance of assessment for learning in raising achievement**
 - Diploma teachers should understand the principles of assessment for learning
 - Diploma teachers should recognise the key characteristics of assessment for learning
 - Diploma teachers should identify the implications for their role as a teacher.
- **Different forms of assessment**
 - Diploma teachers should be familiar with different forms of assessment and the requirements of the relevant awarding body
 - Diploma teachers should understand the difference between assessment for learning and assessment of learning.
- **Identifying and using appropriate assessment materials**
 - Diploma teachers should select and deploy appropriate assessment materials according to best practice in assessment
 - Diploma teachers should understand quality assurance procedures when required for assessment
 - Diploma teachers should understand the design of the Diploma and its components
 - Diploma teachers should understand the relationship between the components and how they lead to grading.

Summary of the key elements and extent statements *continued*

Key elements for generic learning skills:

- **Developing a broad range of PLTS and functional skills for life, learning and employment**
 - Diploma teachers should understand and support the rationale for developing generic learning skills
 - Diploma teachers should highlight the benefits of generic learning skills for all learners
 - Diploma teachers should support embedding of functional skills within their teaching
 - Diploma teachers should ensure PLTS are embedded within individual programmes and can be assessed and reported effectively.

Key elements for Information, advice and guidance (IAG):

- **Providing/contributing to effective information, advice and guidance**
 - Diploma teachers should contribute to a quality, coherent and impartial provision of information, advice and guidance to learners
 - Diploma teachers should contribute to two way communications with local Connexions services within locally agreed protocols
 - Diploma teachers should ensure that IAG is an integral aspect of the curriculum.

Key elements for working collaboratively:

- **Maintaining and promoting partnership working**
 - Diploma teachers should participate in effective networking to identify and implement good practice
 - Diploma teachers should contribute to effective communication with all partners working with learners about learner progress
 - Diploma teachers should promote and facilitate collaboration including that across types of institutions, learning providers and employers
 - Diploma teachers should make links for the learner with other elements of their learning programme.

Key elements for developing reflective practice

- **Ensuring the delivery of up to date and effective teaching**
 - Diploma teachers, with support from senior managers, should identify and meet their professional development needs
 - Diploma teachers should continually update their expertise in their applied learning/subject specialism
 - Diploma teachers should develop their skills and knowledge in delivering effective approaches to learning
 - Diploma teachers should develop and use their skills in Practitioner research.

Training and Development Guidance for Teachers of Diplomas

Skills, knowledge and attributes

Section 1

Personalised learning

Meeting the needs of individual learners is the key benefit of personalised learning. This does not mean that all learners are expected to work on their own, but are provided with the appropriate support to enable them to reach their potential, including extending the higher attainers and supporting those who need extra help to access learning:

Personalised learning does this in part through the systematic and explicit development of learning skills and strategies across the curriculum. It enables pupils to understand themselves better as learners and so take greater control of and responsibility for their learning, transferring and applying a widening repertoire of learning approaches in different subjects. Giving explicit attention to learning in this way equips pupils to transfer their learning to different contexts and helps to ensure that each pupil develops the self esteem and confidence for active participation in learning within and beyond the school.

(DfES 2004) <http://www.standards.dfes.gov.uk/personalisedlearning/faq/#9>

Teachers of Diplomas need to understand and apply the principles of personalised learning, including the contribution teachers can make through a learner’s ILP and the use of a range of teaching and learning strategies.

Element

Skills, knowledge and attributes

The importance of personalised learning in raising standards

Diploma teachers should understand the principles of personalised learning in raising standards.

Diploma teachers should recognise and support the benefits of personalised learning for the learner.

Diploma teachers should identify the implications for their role as a teacher.

The principles of personalised learning include:

- the systematic and explicit development of learning skills and strategies across the curriculum
- its role in enabling learners to take responsibility for their own learning
- its value in equipping learners to transfer their learning to different contexts
- meeting individual learner needs and ensuring an inclusive provision.

This will enable Diploma teachers to:

- meet the needs, aspirations and interests of all learners
- focus on the delivery of applied learning in relevant and meaningful contexts
- practice these skills in their own teaching and personal learning
- involve learners in planning learning and identifying progress.

Training and Development Guidance for Teachers of Diplomas *continued*

Skills, knowledge and attributes *continued*

Developing and/or contributing to a learner's ILP

Diploma teachers should understand the benefits of appropriate initial assessment of learner need.

Diploma teachers should encourage a reflective approach to promote lifelong learning and development through effective use of Individual Learning Plans (ILPs).

The benefits of initial assessment of learner need include:

- identification of the strengths and gaps in learner knowledge and skills
- the opportunity to identify areas for development and strategies to support
- identifying targets for achievement which are relevant, realistic and achievable.

A reflective approach includes:

- supporting learners to understand the implications of their preferred learning style
- discussing and agreeing targets with learners to meet aims and aspirations, and reflecting on how these targets may be met
- reviewing progress with learners and reflecting on lessons learnt to encourage critical self-assessment
- structured feedback and how this can be used to further learner progress.

This will enable Diploma teachers to:

- use initial assessment tools and data to inform group and individual learning plans
- maximise independent learning opportunities.

Ensuring progress towards fulfilling potential

Diploma teachers should support learners to achieve their potential.

Diploma teachers should encourage learners to reflect on their application of skills acquired.

Supporting learners to achieve their potential includes:

- selecting units appropriate to a learner's individualised programme
- recognising, applying and extending learning
- challenging (but not inhibiting) and stretching learners
- referral to appropriate specialist support as necessary.

Reflection on application of skills acquired includes:

- application of concepts to real world contexts
- making the links between academic and applied study: e.g. science and Health and Social Care.

This will enable Diploma teachers to:

- use different support strategies to ensure all learners reach their potential
- provide and promote opportunities for learners to transfer their skills and knowledge to other contexts.

Providing effective mentoring and pastoral support

Diploma teachers should understand the importance of effective mentoring to support learners.

Diploma teachers should contribute to the pastoral support for learners, recognising its role in supporting learners to overcome barriers to learning.

Effective mentoring includes:

- identifying different strategies to provide mentoring support: e.g. peer mentoring
- understanding the support that mentoring may provide.

The role of pastoral support includes:

- awareness that all learners may need more support than others at certain times
- awareness of the named person providing pastoral support
- referring learners to appropriate pastoral support for identified needs.

This will enable Diploma teachers to:

- use effective mentoring strategies to support learners
- refer learners to specialist support where need is identified
- work as part of an effective pastoral team.

Ensuring a safe and equitable learning environment

Diploma teachers should understand the key aspects of providing a safe learning environment.

Diploma teachers should ensure that all learners are given the support to overcome any barriers to reaching their potential.

Key aspects of a safe learning environment include:

- health and safety systems and processes to meet regulatory requirements
- understanding the legislation applicable to pre- and post-16 learners.

The support for overcoming barriers includes:

- valuing and including diversity in the learning environment
- encouraging learners to consider all available options for their study, e.g. avoiding gender stereotyping of career pathways
- ensuring learners with learning difficulties and disabilities are accommodated to enable them to participate in the learning.

This will enable Diploma teachers to:

- ensure all learners learn in a safe and secure environment
- tailor the learning environment and teaching to meet the diverse needs of all learners.

Training and Development Guidance for Teachers of Diplomas *continued*

Skills, knowledge and attributes *continued*

Section 2

Assessment

Assessment should be formative as well as summative.

Formative assessment is a valuable tool which helps to inform those involved in a learner's development of the best way to promote and provide learning which meets individual learner needs and involves the learner in the assessment process. *'Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'*. (Assessment Reform Group, 2002).

Summative assessment involves judging learners' performance against national standards. This may be completed at the end of a unit of learning or the end of a course, for example. Learner marks from tests and other assessed work may describe a learner's performance in terms of levels or grades. Assessment for learning uses summative data as one aspect of formative assessment.

Teachers of Diplomas will need to be aware of the differences between these two aspects of assessment and to use both effectively for the benefit and development of their learners.

Element

Skills, knowledge and attributes

The importance of assessment for learning in raising achievement

Diploma teachers should understand the principles of assessment for learning.

Diploma teachers should recognise the key characteristics of assessment for learning.

Diploma teachers should identify the implications for their role as a teacher.

The principles of assessment² for learning include:

- assessment for learning as part of effective planning of teaching and learning focusing on how students learn
- assessment for learning takes account of the importance of learner motivation and is conducted in a sensitive and constructive manner
- assessment for learning promotes commitment to learning goals and a shared understanding of the criteria by which they are assessed
- assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing
- assessment for learning recognises the full range of achievements of all learners.

The key characteristics of assessment³ for learning include:

- using effective questioning techniques
- using marking and feedback strategies
- sharing learning goals
- peer and self-assessment.

² A fuller outline is available at: Assessment for learning, www.qca.org.uk

³ A fuller outline is available at: Assessment for learning, www.qca.org.uk

Different forms of assessment

Implications for their role as a teacher include:

- ensuring careful planning for learning and assessment which involves learners
- approaches to assessment that motivate and encourage learners to be self critical and self-aware
- involving learners in explaining, describing and reflecting on their learning
- ensuring that assessment is constructive through sensitive and supportive feedback
- time for planning and review.

This will enable Diploma teachers to:

- use evidence from assessment for learning to inform plans for learning
- recognise that assessment for learning requires time and learner involvement and should be integrated within the curriculum
- practice these skills in their own teaching and personal learning.

Diploma teachers should be familiar with different forms of assessment and the requirements of the relevant awarding body.

Diploma teachers should understand the difference between assessment for learning and assessment of learning.

The different forms of assessment include:

- an understanding of the Qualifications and Credit Frameworks
- competence based assessment
- mastery and compensatory assessment, grading
- initial, formative and summative assessment
- assessment strategies used in principal, specialist and generic skills learning
- task, exam, assignment, question and answer, performance, peer review, self assessment, feedback and review, oral questioning, product, etc.

This will enable Diploma teachers to:

- use different assessment tools to inform learner progress and development
- apply the required assessment strategies effectively across the Diploma framework
- ensure robust recording of achievement that will ensure national consistency of locally delivered assessment.

Training and Development Guidance for Teachers of Diplomas *continued*

Skills, knowledge and attributes *continued*

Identifying and using appropriate assessment materials

Diploma teachers should select and deploy appropriate assessment materials according to best practice in assessment.

Diploma teachers should understand quality assurance procedures when required for assessment.

Diploma teachers should understand the design of the Diploma and its components.

Diploma teachers should understand the relationship between the components and how they lead to grading.

Best practice in assessment includes:

- writing effective transparent assignments that enable learners to meet the required outcomes for achievement
- recognising and celebrating success
- selecting and managing the assessment tasks across the Diploma framework
- clarity in the roles of teachers/assessors in supporting the delivery of the Diploma
- providing timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Quality assurance procedures include:

- internal and external verification/moderation
- awarding institution requirements for handling assessment materials
- standardisation of assessment decisions
- recording procedures required to monitor and review assessment decisions.

Understanding the design of the Diplomas includes:

- principal learning
- the Diploma project
- generic learning skills
- additional learning
- specialist learning.

Understanding the relationship between the components and how they lead to grading includes:

- how the components can be integrated into a coherent programme for the learner
- familiarity with the grading processes and requirements of the Diploma.

This will enable Diploma teachers to:

- ensure that learners have opportunities for fair and equitable assessment
- provide appropriate, constructive feedback to learners
- contribute effectively to the grading of the Diploma.

Section 3

Generic learning skills

A core outcome of the Diploma route for learners is that as they progress through their learning pathway they will develop and apply a broad range of skills that they need for life, learning and work. These skills, which include personal, learning and thinking skills (PLTS) and functional skills, move beyond applied or technical competence. They include the ability to solve problems, to communicate effectively and to work productively with others.

Teachers of Diplomas will need to be aware of the role they will play in providing opportunities for the development of these generic learning skills within purposeful contexts for their learners.

Element

Skills, knowledge and attributes

Developing a broad range of PLTS and functional skills for life, learning and employment

Diploma teachers should understand and support the rationale for developing generic learning skills.

Diploma teachers should highlight the benefits of generic learning skills for all learners.

Diploma teachers should support embedding of functional skills within their teaching.

Diploma teachers should ensure PLTS are embedded within individual programmes and can be assessed and reported effectively.

The rationale for developing generic learning skills includes:

- support for generic learning skills development to allow learners to achieve their goals across the Diploma framework (horizontal cohesion)
- clear links to individual learning plans that allow progress to be tracked and success celebrated
- a strong focus on experiential learning with opportunities for learners to recognise, apply and extend their learning in different contexts.

The benefits of generic learning skills include:

- creating a coherent and challenging learning experience that combines applied knowledge with the skills required to progress into employment, training or further/higher education
- increasing learner engagement and motivation to achieve
- developing confident and autonomous learners who can transfer their skills to a range of situations and environments.

Supporting the embedding of generic learning skills includes:

- supporting the delivery of functional skills including their assessment as discrete units
- ensuring PLTS is an integral part of the Diploma delivery across all areas
- collaborating with other key staff regarding methods for setting targets, tracking learner progress, conducting assessment and supporting the delivery of generic learning skills
- providing opportunities for the development of these skills within a range of applied and purposeful activities, including, where appropriate, real or realistic work environments
- contributing to the delivery and assessment of the Diploma project at Levels 1, 2 or 3 where appropriate

Training and Development Guidance for Teachers of Diplomas *continued*

Skills, knowledge and attributes *continued*

- providing time for learner reflection to draw out what has been learnt
- maximising the benefit of work experience.

This will enable Diploma teachers to:

- recognise and communicate to their learners the importance of generic learning skills to support learning for work, employment and life
- support generic learning skills development through purposeful and interactive teaching and learning strategies.

Section 4

Information, advice and guidance (IAG)

Current and effective information, advice and guidance for learners will become ever more important as learners have to make choices from an increasingly complex array of learning opportunities.

'In future young people will be presented with a wider choice of new learning opportunities which will be accessed from more than one provider. They will need clear and unbiased advice about what they should study and where it is available. The area prospectus will be an important information tool, ideally backed by an area-wide approach to the delivery of advice and guidance.' 14–19 Partnership Guidance, DfES April 2006.

'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.' 14–19 education and skills, Gateway Guidance DfES 2006.

Teachers of Diplomas should need to ensure that their knowledge of the wider offer and progressions routes, as well as their own specialist area is current and provides learners, their parents and/or carers with information that enables them to make choices which meet their aims and aspirations.

Element

Skills, knowledge and attributes

Providing/
contributing to
effective information,
advice and guidance

Diploma teachers should contribute to a quality, coherent and impartial provision of information, advice and guidance to learners.

Diploma teachers should contribute to two way communications with local Connexions services within locally agreed protocols.

Diploma teachers should ensure that IAG is an integral aspect of the curriculum.

Contributing to information, advice and guidance includes:

- updating current knowledge of opportunities for progression and employment for learners within Diploma specific contexts
- providing informed and impartial information to other interested parties regarding learner progression routes: e.g. parents and carers
- involving employer views on progression routes applicable to the local area and awareness of local and regional skills needs
- maintaining close links and sharing information on learner choices and aspirations with partners within locally agreed protocols
- knowledge of the shared local prospectus and local offer
- providing advice that enables progression and challenges stereotypes.

Training and Development Guidance for Teachers of Diplomas *continued*

Skills, knowledge and attributes *continued*

Contributing to two way communication with local Connexions services within locally agreed protocols includes:

- being aware of locally agreed protocols for the delivery of IAG and working within them
- referring learners to specialist IAG where appropriate, e.g. Connexions services
- involving Connexions services in planning and information sharing relating to learner's aims and aspirations.

Ensuring that IAG is an integral aspect of the curriculum includes:

- ensuring a current awareness of the wider opportunities and progression routes for learners
- making links between learners' learning and wider opportunities explicit across all areas of Diploma delivery
- identifying relevant IAG opportunities in course delivery planning.

This will enable Diploma teachers to:

- provide information that applies to the selection of the Diploma as an option and the personalisation of the programme to suit the needs, aims and aspirations of individual Diploma learners
- ensure that information provided to all parties on progression routes, employment opportunities and associated development within the Diploma context is current, coherent and consistent.

Section 5

Working collaboratively

The 14–19 education and skills implementation plan clearly outlines the case for collaboration through the learner entitlement:

The entitlement that we propose could not be delivered by an individual school acting alone and nor could many colleges offer it in full. Therefore we must support every area to develop a system in which schools and colleges can offer more to young people through working together than they could on their own.

DfES (2005) 14–19 education and skills implementation plan. Nottingham: DfES Publications.

Collaboration can take many forms from informal to virtual. However, the need to work co-operatively with the Partnership’s aims and objectives clearly in view remains the same.

Teachers of Diplomas will need to work in collaboration with the key partners within the Partnership to ensure a coherent and cohesive delivery of the Diploma framework to learners.

Element

Skills, knowledge and attributes

Maintaining and promoting partnership working

Diploma teachers should participate in effective networking to identify and implement good practice.

Diploma teachers should contribute to effective communication with all partners working with learners about learner progress.

Diploma teachers should promote and facilitate collaboration including that across types of institutions, learning providers and employers.

Diploma teachers should make links for the learner with other elements of their learning programme.

Participation in networks includes:

- contributing to exchanges of good practice, sharing resources and experiences, and identifying common issues and solutions locally, regionally and nationally
- networks both face-to-face and virtual, formal and informal.

Contributing to effective communication includes:

- sharing information and data about learner aspirations, targets and progress
- agreeing common approaches to assessment and planning
- agreeing points of contact about learners in all learning environments according to locally agreed protocols.

Promoting and facilitating collaboration includes:

- attending joint staff development as appropriate
- sharing skills, knowledge and facilities to maximise learner opportunities across the Diploma framework, including cross-establishment mentoring and coaching

Training and Development Guidance for Teachers of Diplomas *continued*

Skills, knowledge and attributes *continued*

- team teaching and co-teaching
- identifying solutions to practical and learner issues.

This will enable Diploma teachers to:

- participate in an open and mutually inclusive approach to Diploma management and delivery to maximise benefits for learners
- share expertise and practical work place experience with partners, and provide support across the partner sectors.

Section 6

Developing reflective practice

Creating a sustainable culture of professionalism will be essential to ensuring that learners receive up-to-date and effective teaching tailored to their needs.

New measures to support CPD are being implemented and these include:

- the introduction of teaching and learning resources in each of the subject areas of the Diplomas
- subject coaches to support the embedding of these resources into the curriculum, along with the innovative approaches to teaching and learning that underpin them
- a national CPD requirement from September 2007 for teaching practitioners working in the post-compulsory education and training sector.

Teachers of Diplomas will need support to identify their training requirements and develop their practice, and to respond to changing needs and new challenges as the Diplomas are implemented.

Element

Skills, knowledge and attributes

Ensuring the delivery of up-to-date and effective teaching

Diploma teachers, with support from senior managers, should identify and meet their professional development needs.

Diploma teachers should continually update their expertise in their applied learning/subject specialism.

Diploma teachers should develop their skills and knowledge in delivering effective approaches to learning.

Diploma teachers should develop and use their skills in Practitioner research.

Identifying and meeting professional development needs includes:

- a commitment to improving practice through appropriate professional development
- professional development needs in applied learning, subject specialisms, and generic learning skills
- participation in training and development activities that clearly focus on supporting appropriate, active and effective teaching and learning
- taking responsibility for identifying personal development needs by incorporating reflective practice that:
 - identifies strengths and gaps in skills and/or knowledge
 - includes the contribution to and creation of a professional development plan to address these gaps
 - involves undertaking suitable formal and informal CPD activities
 - maintains a record of completion and reflects on the impact on classroom practice
 - informs next steps to be taken.

Training and Development Guidance for Teachers of Diplomas *continued*

Skills, knowledge and attributes *continued*

Updating applied learning/subject specialism includes:

- up-to-date knowledge of the subject/applied area as well as of relevant industry standards
- a range of active and effective teaching and learning strategies that will engage learners and ensure their success in completing the Diploma framework
- measurable and sustainable improvements in the quality of teaching and learning.

Developing skills and knowledge in delivery includes:

- meeting and evidencing minimum requirements for CPD as set down by appropriate bodies such as the TDA, LLUK and the IfL
- the implementation of activities that clearly focus on supporting appropriate, active and effective teaching and learning and reflecting on their application
- collaborating, where appropriate, with subject learning coaches to assist with accessing the teaching and learning resources that have been designed to support the delivery of the Diplomas
- the implementation of personalised learning and assessment for learning.

Developing and using skills in Practitioner research includes:

- engaging as a practitioner researcher to develop own skills and professional development
- encouraging collaborative working, valuing all perspectives
- using practitioner research skills to produce evidence to support development.

This will enable Diploma teachers to:

- update their knowledge of their subject/specialist area and in teaching and learning practices
- ensure that learners have the best opportunities possible to succeed on their courses
- use valid research methodologies to evaluate their own, colleagues and team performance in delivering learning.

Appendix

Mapping to the professional standards, TDA and LLUK

Training and Development Guidance for Teachers of Diplomas	TDA standards (QTS) (November 2006 standards)	LLUK standards (QTLS)
Personalised learning		
<ul style="list-style-type: none"> • The importance of personalised learning in raising standards. • Developing and/or contributing to a learner's ILP. • Ensuring progress towards fulfilling potential. • Providing effective mentoring and pastoral support. • Ensuring a safe and equitable learning environment. 	<p>Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.</p> <p>Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.</p> <p>Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.</p> <p>(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.</p> <p>Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.</p> <p>Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.</p> <p>Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</p> <p>Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.</p>	<p>AS 1 All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.</p> <p>AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.</p> <p>AS 3 Equality, diversity and inclusion in relation to learners, the workforce, and the community.</p> <p>AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.</p> <p>AS 6 The application of agreed codes of practice and the maintenance of a safe environment.</p> <p>BS 1 Maintaining an inclusive, equitable and motivating learning environment.</p> <p>BS 2 Applying and developing own professional skills to enable learners to achieve their goals.</p> <p>BS 3 Communicating effectively and appropriately with learners to enhance learning.</p> <p>BS 4 Collaboration with colleagues to support the needs of learners.</p> <p>BS 5 Using a range of learning resources to support learners.</p>

Appendix 4 *continued*

Training and Development Guidance for Teachers of Diplomas	TDA standards (QTS) (November 2006 standards)	LLUK standards (QTLS)
Personalised learning	<p>Q21 (a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</p> <p>(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</p> <p>Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.</p> <p>Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:</p> <p>(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;</p> <p>(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;</p> <p>(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;</p> <p>(d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.</p> <p>Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.</p> <p>Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.</p>	<p>DS 1 Planning to promote equality, support diversity and to meet the aims and learning needs of learners.</p> <p>DS 2 Learner participation in the planning of learning.</p> <p>FS 2 Providing support for learners within the boundaries of the teacher role.</p>

Training and Development Guidance for Teachers of Diplomas	TDA standards (QTS) (November 2006 standards)	LLUK standards (QTLS)
Assessment		
<ul style="list-style-type: none"> • The importance of assessment for learning in raising achievement. • Different forms of assessment. • Identifying and using appropriate assessment materials. 	<p>Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.</p> <p>Q12 Know a range of approaches to assessment, including the importance of formative assessment.</p> <p>Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.</p> <p>Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.</p> <p>Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.</p> <p>(b) Assess the learning needs of those they teach in order to set challenging learning objectives.</p> <p>Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</p> <p>Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.</p>	<p>ES 1 Designing and using assessment as a tool for learning and progression.</p> <p>ES 2 Assessing the work of learners in a fair and equitable manner.</p> <p>ES 3 Learner involvement and shared responsibility in the assessment process.</p> <p>ES 4 Using feedback as a tool for learning and progression.</p> <p>ES 5 Working within the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progress.</p>

Appendix 4 *continued*

Training and Development Guidance for Teachers of Diplomas	TDA standards (QTS) (November 2006 standards)	LLUK standards (QTLS)
Generic learning skills		
<ul style="list-style-type: none"> Developing a broad range of PLTS and functional skills for life, learning and employment. 	<p>Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.</p> <p>Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.</p> <p>Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT).</p> <p>Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.</p> <p>Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.</p> <p>Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.</p> <p>Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.</p>	<p>AS 1 All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.</p> <p>AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.</p> <p>AS 3 Equality, diversity and inclusion in relation to learners, the workforce, and the community.</p> <p>AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.</p> <p>BS 1 Maintaining an inclusive, equitable and motivating learning environment.</p> <p>BS 2 Applying and developing own professional skills to enable learners to achieve their goals.</p> <p>BS 3 Communicating effectively and appropriately with learners to enhance learning.</p> <p>BS 4 Collaboration with colleagues to support the needs of learners.</p> <p>BS 5 Using a range of learning resources to support learners.</p> <p>CS 3 Fulfilling the statutory responsibilities associated with own specialist area of teaching.</p> <p>FS 2 Providing support for learners within the boundaries of the teacher role.</p>

Training and Development Guidance for Teachers of Diplomas	TDA standards (QTS) (November 2006 standards)	LLUK standards (QTLS)
Information, advice and guidance (IAG)		
<ul style="list-style-type: none"> • Providing/contributing to effective information, advice and guidance. 	<p>Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.</p> <p>Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.</p> <p>Q21 (a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</p> <p>(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</p>	<p>AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.</p> <p>AS 3 Equality, diversity, and inclusion in relation to learners, the workforce, and the community.</p> <p>FS 1 Encouraging learners to seek initial and further learning opportunities and to use services within the organisation.</p> <p>FS 3 Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area.</p> <p>FS 4 A multi-agency approach to supporting development and progression opportunities for learners.</p>

Appendix 4 *continued*

Training and Development Guidance for Teachers of Diplomas	TDA standards (QTS) (November 2006 standards)	LLUK standards (QTLS)
Working collaboratively		
<ul style="list-style-type: none"> Maintaining and promoting partnership working. 	<p>Q4 Communicate effectively with children, young people, colleagues, parents and carers.</p> <p>Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.</p> <p>Q6 Have a commitment to collaboration and co-operative working.</p> <p>Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.</p> <p>Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.</p>	<p>AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.</p> <p>BS 4 Collaboration with colleagues to support the needs of learners.</p> <p>ES 5 Working within the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progress.</p> <p>FS 4 A multi-agency approach to supporting development and progression opportunities for learners.</p>

Training and Development Guidance for Teachers of Diplomas	TDA standards (QTS) (November 2006 standards)	LLUK standards (QTLS)
Developing reflective practice		
<ul style="list-style-type: none"> Ensuring the delivery of up-to-date and effective teaching. 	<p>Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.</p> <p>(b) Identify priorities for their early professional development in the context of induction.</p> <p>Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.</p> <p>Q9 Act upon advice and feedback and be open to coaching and mentoring.</p> <p>Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.</p> <p>Q15 Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.</p> <p>Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.</p>	<p>AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.</p> <p>AS 7 Improving the quality of their practice.</p> <p>BS 2 Applying and developing own professional skills to enable learners to achieve their goals.</p> <p>CS 1 Understanding and keeping up to date with current knowledge in respect of own specialist area.</p> <p>CS 4 Developing good practice in teaching own specialist area.</p> <p>DS 3 Evaluation of own effectiveness in planning learning.</p> <p>FS 3 Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area.</p>



The Skills for Business network of 25 employer-led Sector Skills Councils increases productivity by influencing UK education and training provision.