

Local Delivery Support Guide

Support to help you deliver the 14-19 reforms in your area in 2010-11

March 2010



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Ministerial foreword

Iain Wright MP
Parliamentary Under Secretary for State for
14-19 Reform and Apprenticeships



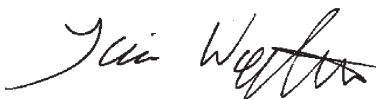
The reforms to 14-19 education provide an historic opportunity to transform the participation and achievement of young people to age 18 and beyond. Our reforms are driven by a moral responsibility to help all young people, regardless of their background or circumstances, to fulfil their potential and ensure that no barrier is allowed to hold them back. These reforms are driven by an economic imperative too. In order for our country to compete globally in the 21st century, we must equip our young people with the skills they need to thrive. This calls for a high quality, relevant and engaging curriculum with appropriate levels of stretch and challenge, and with clear pathways to further and higher education and skilled employment.

In local authorities and consortia up and down the country, significant progress has already been made. For example, 94 per cent of schools and colleges in England will belong to consortia delivering Diplomas from this September, and local authorities have submitted plans setting out how the Diploma entitlement will be met from 2013. All local authorities have had training on Functional Skills in preparation for delivering the statutory curriculum from this September, and this training is now being cascaded in schools and colleges throughout the country. Many consortia have undergone an audit looking at the information, advice and guidance offered to young people on Diplomas. And good headway has been made in employer engagement, with 70 per cent of employers having links with secondary schools in 2009, compared to 56 per cent in 2008. The National Apprenticeships Service has been working with local authorities to drive up the numbers of Apprenticeship places, to raise local authorities' awareness, and help build their capacity for their new role in commissioning 16-18 Apprenticeships.

I know that the opportunities offered by these reforms can only happen with your tremendous commitment and hard work. The agenda is ambitious. Together, we are changing the learning landscape for young people, with all qualification routes supporting the raising of the participation age. This kind of change does not happen overnight; and nor should it, if we want it to be meaningful and long-lasting. The prize – the success of all young people – makes it worthwhile.

This ambition will only become a reality if these reforms are owned at a local level, with local authorities, learning providers, consortia and employers working together for the young people in their area. We provide central support to help you do that. This Local Delivery Support Guide sets out much of the support available to you in 2010-11. In previous years, we have published a Diploma focused Consortium Support Guide, but this year's Guide goes wider than Diplomas, including support for those of you in local authorities as well as consortia, and covering, for example, support for delivering Apprenticeships, Foundation Learning and raising the participation age. We recognise the important strategic role you play in local authorities and the need to join up delivery of Diplomas with other elements of the 14-19 agenda, and we value the important role consortia and other providers and the National Apprenticeship Service play in working through the crucial details which make it work in practice.

Thank you for your continued commitment to transforming the opportunities for our young people. I hope you find this Guide useful.



Iain Wright MP
Parliamentary Under Secretary for State for 14 - 19 Reform
and Apprenticeships

What is this Guide and who is it for?

This Guide sets out much of the support available in 2010-11 to help you deliver the 14-19 reforms in your local area. It is primarily aimed at Directors of Children's Services and 14-19 leads in local authorities and the leaders and managers within consortia in schools, colleges and other providers. But it is also of interest to anyone involved in the planning and delivery of the reforms.

Introduction

- 1.1 The 14-19 reforms are now well into the delivery phase, and the work of 14-19 partnerships, local authorities and consortia of schools, colleges and other providers is essential to the success of the reforms on the ground. It is a challenging agenda.
- 1.2 You need to ensure that you are ready to meet the offer of an Apprenticeship place for all suitably qualified young people, and the Diploma entitlement, which both start from 2013, alongside Foundation Learning, which needs to be delivered in every local area from 2010. The assumption of responsibility for Apprenticeship commissioning is a major new challenge for local authorities.
- 1.3 You also need to prepare for delivering the new Functional Skills. These will ensure that all young people and adults should be equipped with the functional English, maths and ICT skills needed for success in further life, learning and employment. Functional Skills are relevant to all learners and underpin all of the 14-19 reforms, including GCSEs, Apprenticeships and Foundation Learning and Diplomas. They are already a compulsory part of the Key Stage 3 curriculum and will be a compulsory part of the Key Stage 4 curriculum from September 2010. It is therefore vital that local authorities, consortia and centres start planning for, and engaging with, Functional Skills now.
- 1.4 All of these reforms will contribute to the successful raising of the participation age; for young people turning 17, from 2013, and for young people turning 18, from 2015. From 1 April 2010, with the transfer of 16-19 education commissioning, local authorities will have responsibility for commissioning services for all children and young people from birth through to 19. This offers a tremendous opportunity for local authorities to make the offer to young people really cohesive and responsive to their needs.
- 1.5 All of this needs to be supported by a well-prepared workforce, carefully thought out access and transport plans, strong employer engagement, good information advice and guidance to young people and well targeted communication. This Local Delivery Support Guide sets out much of the support available to you. It includes a quick reference guide at Annex B. Consortia will also get regular support updates in the Department's 14-19 Delivery newsletter here: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=53&pid=463&ctype=NEWSLETTER&ptype=S>

Diagram of the 14-19 learning pathways

This diagram sets out the different learning pathways open to young people through the 14-19 reforms.

Learning pathways

Options



GCSE and GCE
GCSE is mainly taken at school, as a two-year course. Five GCSEs (Grades A* to C) or other level 2 qualifications are usually needed to go on to AS- and A-levels or an advanced diploma. GCSEs may be retaken at college. GCE AS- and A-level: Studied in school sixth forms, sixth-form colleges or FE colleges. They are generally two-year, full-time qualifications based on academic study in a wide choice of subjects



Foundation, higher or advanced diploma
Foundation and Higher Diploma: Mainly taken at school, as two-year course for 14 to 16-year-olds within the national curriculum. Those over 16 may take these in one year at college. 17 subjects available. Diplomas include Functional Skills qualifications, and other GCSEs or specialist courses. **Advanced Diploma:** Taken at school sixth form, sixth-form college or FE college. 17 subjects available



Foundation learning
A national programme mainly for students at entry level or level 1, taken either at school or college. Length of time will vary, but FL covers vocational or subject learning that includes both generic skills for work and more subject- and sector-specific skills; personal and social development; functional skills



Apprenticeship
As employees, apprentices earn a wage and work alongside experienced staff to gain job-specific skills. On the job, usually for a minimum of one year, they also receive training for nationally recognised qualifications



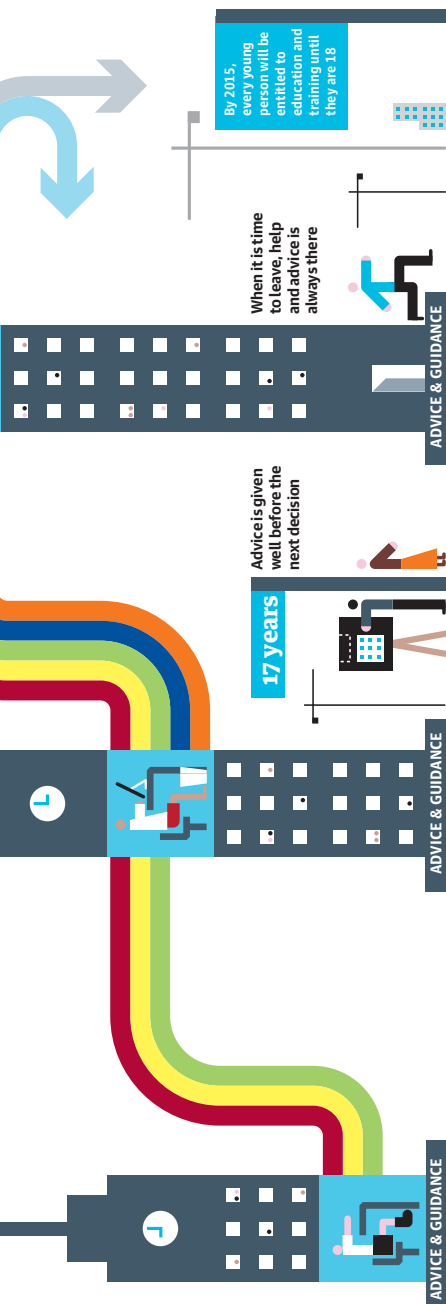
Employment with training
At 16 a young person can take a job, but ideally should continue to develop skills by taking a course leading to a nationally recognised qualification. After the participation age is raised in 2013, all young people taking up work at 16 will continue learning part-time for an accredited qualification

14 years
Functional skills, personal learning and thinking skills
Functional skills in English, maths and ICT are built into all routes up to and including level 2. Learning and thinking skills are also developed in all routes

16 years
Functional skills in English, maths and ICT, and personal learning and thinking skills

18 years

**FURTHER EDUCATION
HIGHER EDUCATION
APPRENTICESHIP POST 18
EMPLOYMENT
OTHER EMPLOYMENT WITH TRAINING**



17 years
Advice is given well before the next decision

When it is time to leave, help and advice is always there

By 2015, every young person will be entitled to education and training until they are 18

Stage 1
All young people study the national curriculum, and either:
a full GCSE programme;
a foundation or higher diploma; or
foundation learning

Stage 2
Level 2 courses include foundation and higher diplomas, generally taken in one year. Vocational qualifications are available, including BTEC, City and Guilds and OCR Nationals specialise in a particular vocational area, such as business or ICT. The majority of students take level 3 qualifications, which all offer progression to HE: AS and A-level - traditional academic qualifications leading to level 3, 5 A-levels. An A-level or other specialist course

Stage 3 (18+)
Young people at 18+ could pursue an advanced apprenticeship at level 3 or a higher apprenticeship at level 4, if they meet the entry requirements. will also form part of the advanced diploma. National vocational qualifications (NVQs) develop skills required in occupations such as engineering or business. These relate to various nationally recognised standards. Apprenticeships: there are nearly 200 different jobs in which you can be an apprentice. Applicants usually need some GCSE passes. The qualifications in an apprenticeship include a work-based qualification leading to functional skills and a technical qualification such as a BTEC or City and Guilds

Alongside their learning and wherever they are in learning, young people need access to high quality, personalised support - including help from a trusted adult who knows them well. This support is vital to help young people make good choices. Some young people will need further assistance to participate, for example, from integrated youth support services and financial support. This support may be offered through new tailored learning and support agreements. These provide a focused agreement with the young person that sets out, in one place, the young person's learning goals and the support they need to achieve them.

ILLUSTRATION: PETER GRUNDY

High-level delivery timetable

This timetable sets out the high level milestones and goals for delivery.

2010	2011	2012	2013	2014	2015
Apprenticeships					<ul style="list-style-type: none"> Apprenticeship entitlement for all suitably qualified young people
Diplomas					<ul style="list-style-type: none"> Diploma entitlement (learners able to study any of the 17 Diplomas at all 3 levels)
	<ul style="list-style-type: none"> Phase 3 Diploma introduced 	<ul style="list-style-type: none"> Phase 4 Diplomas introduced Extended Diploma introduced 			
Foundation Learning (FL)					
	<ul style="list-style-type: none"> FL offered by all LAs E2E and KS4 Engagement integrated into FL All post-16 provision at this level funded as FL 	<ul style="list-style-type: none"> Majority of schools involved in FL 			
Functional Skills (FS)					
	<ul style="list-style-type: none"> FS replace key skills (inc. Apprenticeship frameworks) National roll out of FS 			<ul style="list-style-type: none"> Core Entitlement (FS English, maths and ICT) 	
RPA					
	<ul style="list-style-type: none"> DCSF statutory guidance for local authorities on RPA duties 		<ul style="list-style-type: none"> All young people stay in education or training to 17; duties on LAs to secure provision for all 		<ul style="list-style-type: none"> All young people stay in education or training to 18
Post-16 MoG					
	<ul style="list-style-type: none"> National Commissioning Framework Published by the YPLA LAs responsible for for commissioning 16-19 provision Publication of statutory guidance for local authorities on their duties in relation to RPA 				
General Quals					
	<ul style="list-style-type: none"> First teaching of new English, maths and ICT GCSEs including FS First teaching of revised 2011 GCSE science 			<ul style="list-style-type: none"> Review of General Qualifications 	

What support is available to you

Funding

The Local Delivery Support Grant

- 1.1 We announced on 3 March 2010 that this grant (formerly known as the Consortia Support Grant) is being continued in 2010-11. The purpose of this direct funding is to help build local capacity for delivery at local authority and consortia level. It will help you prepare for delivery in 2011 and beyond, and help with start-up activities associated with the early stages of delivery. In previous years the grant has been solely for Diploma delivery but we are broadening its scope this year, in response to consultation with local areas. While the main focus of the grant remains on Diploma delivery, some flexibility has been built in. This flexibility enables local areas to spend some of the 2010-11 grant on building capacity for delivering Functional Skills, which are integral to Diplomas, and Foundation Learning, which will draw on much of the same delivery infrastructure, where this meets local needs.
- 1.2 All local authorities will receive the Local Delivery Support Grant and it will be allocated on the same two principles as last year:
 - The total number of 14-18 year olds predicted to be within the area in 2011; and
 - The number of new unique Diploma lines in the local authority approved through Gateway 4 for Diploma delivery for the first time in 2011.

The formula in 2010-11 will be **£9.75** per pupil in the local authority, with a minimum of £70,000 for this component of the grant, and **£35,000** per new, unique Diploma lines in 2011 in the local authority.
- 1.3 We will write to every local authority following the Gateway 4 outcomes, with your Local Delivery Support Grant allocation for 2010-11. You will be paid automatically and the Department expects to pay this in two equal instalments in May 2010 and January 2011. If a consortium receives approval to deliver a new unique line in 2011 through the Gateway reviews, then the January payment will be adjusted accordingly.
- 1.4 All local authorities should work with their 14-19 partnership and consortia to decide how best to use the Local Delivery Support Grant. All plans for spend should be agreed with your 14-19 Regional Adviser.
- 1.5 The **condition of grant** for the Local Delivery Support Guide is at Annex A.
- 1.6 The latest information about the Local Delivery Support Grant can be found at: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=496&lid=629&ctype=None&ptype=Contents>

Diploma Formula Grant

- 1.7 Local authorities were notified on 12 March of the proposed nature of the Diploma Formula Grant for 2010-11. We intend to maintain the Diploma Formula Grant for Key Stage 4 learners in 2010-11 at similar levels to 2009/10, subject to learner number volumes and budget capacity. We expect to confirm the actual formula for the Diploma Formula Grant to local authorities, based on their estimated numbers, by the end of April or soon after. The Diploma Formula Grant will be paid in two instalments (60 per cent in September and 40 per cent in the following March). Full details of the Grant are in the guidance document which is available from our website. We have increased the “sparsity weighting” in the Diploma Formula Grant (see paragraph 6.6).
- 1.8 Full details about the Grant are available on the Department’s 14-19 website: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=500&lid=593&l4id=361&ptype=Single&ctype=Text>

Funding to support Foundation Learning

- 1.9 Local authorities were notified by DCSF in February 2010 of allocations to the Standards Fund of seed money, alongside schools’ mainstream funding, to help embed Foundation Learning at Key Stage 4 in 2010-11. All post-16 provision at Entry Level or Level 1 (except Foundation Diplomas) will be delivered as Foundation Learning. Funding will be based on the Young People’s Learning Agency (YPLA)’s demand-led “learner-responsive stream”, including provision that would previously have been Entry to Employment for 16-18 year olds.

Advisers

2.1 The DCSF funds two sets of advisers to support local delivery of the 14-19 reforms. It also funds the National Apprenticeship Service (NAS) to support the promotion and development of Apprenticeships.

14-19 Regional Advisers

2.2 There is one Regional Adviser for each of the nine English regions. Their role is to support and challenge local authorities, using their expert professional backgrounds, to help apply national 14-19 policy in the local context, and help local authorities identify priorities and work through strategic delivery issues. In doing so, they bring people together from across the region to share good practice, collaborate, and reach common understanding. They also provide local areas with a direct line of communication back into the DCSF and have responsibility for monitoring how local authorities are spending the Local Delivery Support Grant.

2.3 The Regional Advisers also work closely with their Government Office, contributing to the Gateway process, as well as 14-19 Progress Checks and Joint Improvement and Support Plans.

2.4 The DCSF also funds two national advisers covering rurality and gender equality issues.

Region	Name of Adviser	Email address
North East	Brian McCafferty	bm.etc@btinternet.com
North West	Robin Goddard	robin.goddard@dcsf.gsi.gov.uk
Yorkshire & The Humber	David Collier	david-collier@btconnect.com
East Midlands	Sid Slater	ew5195308@smsaltd.com
West Midlands	Melvyn Kershaw	melvyn.kershaw@dcsf.gsi.gov.uk
East of England	Dr Sharon Goddard	sharon.goddard@dcsf.gsi.gov.uk
London	Trevor Sandford	sandfordenterprises@tiscali.co.uk
South East	Jim Murray	Jim.humble@tiscali.co.uk
South West	Bev Langton	bev.langton@capita.co.uk
Gender Equality	Kate Myers	kate@myersk.fsnet.co.uk
Rurality	Jim Tirrell	jim.tirrell@dcsf.gsi.gov.uk

Consortium Advisers

- 2.5 Each consortium will have a Consortium Adviser, whether preparing for delivery or already delivering. Your Consortium Adviser will contact you as soon as possible after the Gateway results are available, whether or not they have already been working with you. They will advise, support and challenge consortia, helping you to reflect on your readiness for delivery in the light of your Gateway 4 application and actual delivery so far. They will help you identify and prioritise your support needs, and facilitate access to it. Your Consortium Adviser will, in effect, act as an entry point for you to the workforce support programme (see page 12), and should be the first person you talk to if you have any questions about the support available.
- 2.6 The Consortium Advisers also have an important role in building peer-to-peer support, helping to identify experiences and emerging practice that might be shared more widely, putting consortia in touch with one another and bringing them together to work on areas of particular interest or need.
- 2.7 Your Consortium Adviser will arrange to meet you early in the summer term 2010, and will invite your local authority, Government Office and 14-19 Regional Adviser so that the conversation can take place in a wider context. This will also be the time to consider how you will work with your Consortium Adviser through the year, given your priority needs. This might take the form of regular, formal stock-takes, focused work on aspects of implementation or informal conversations about specific topics. Where it is helpful, Consortium Advisers can also attend other consortium meetings.
- 2.8 You can find out how to contact your Consortium Adviser on:
<http://www.14-19support.org/>

National Apprenticeships Service (NAS)

- 2.9 The National Apprenticeships Service (NAS) has end to end responsibility for Apprenticeships in England. It was created to increase the number of Apprenticeship opportunities, and provide a dedicated and responsive service for both employers and learners. NAS has a number of measures in place to increase Apprenticeship provision in England. NAS is involved in Sub-Regional Groups, and can be an important source of support, help and advice for local authorities and consortia.

2.10 The NAS field force will speak to employers directly about the benefits of taking on an Apprentice, and provide guidance to make the process of doing so as easy as possible. It has learner services managers, who work directly with Connexions and careers advisers to ensure that young people have the advice they need on Apprenticeships. It also provides Apprenticeship Vacancies – an online matching service to simplify the process of recruiting an apprentice and ensure potential apprentices can apply for all relevant positions. Further information about Apprenticeships and NAS is available at: <http://www.apprenticeships.org.uk/>

2.11 The NAS regional contacts are:

Region	Name of NAS contact	Email address
North East	Helen Radcliffe	helen.radcliffe@apprenticeships.gov.uk
North West	Claire Blott	claire.blott@apprenticeships.gov.uk
Yorkshire & The Humber	Clare Bonson	clare.bonson@apprenticeships.gov.uk
East Midlands	Carolyn Savage	carolyn.savage@apprenticeships.gov.uk
West Midlands	George Hardwick	george.hardwick@apprenticeships.gov.uk
East of England	Kathryn Bryant	kathryn.bryant@apprenticeships.gov.uk
London	David Smale	david.smale@apprenticeships.gov.uk
South East	David Wales	david.wales@apprenticeships.gov.uk
South West	Cathy Campbell	cathy.campbell@apprenticeships.gov.uk

Support for workforce development

- 3.1 The 14-19 reforms bring significant changes to the secondary curriculum and the way it needs to be delivered. They require a workforce that can collaborate across institutions, is recognised for its knowledge and skills and is confident in using a range of teaching styles to meet all learners' needs.
- 3.2 Consortia, schools and colleges have a responsibility to identify their workforce development needs and plan the support required so that they are ready to deliver the new personalised learning routes. Effective workforce development should be based on an audit of need, and should cover all the different groups of staff, such as Diploma line of learning leads, exams officers, practitioners and assessors who need to be involved in planning, assessment and delivery.
- 3.3 Developing awareness of Apprenticeships is an important part of workforce development, and the National Apprenticeship Service will support 14-19 workforce development with expert advice and practical help.
- 3.4 There is a comprehensive package of support available to all members of the workforce, including leaders and managers, teaching staff, curriculum planners, exam officers, Diploma lead and domain assessors and learning support and teaching assistants. The package will help the workforce in schools, colleges and the work-based learning sector to prepare and implement the 14-19 reforms. The elements of the package are set out below.

Bespoke training for leaders and managers

- 3.5 Bespoke consultancy, coaching and tailored workshops for senior leaders are available from the Learning and Skills Improvement Service (LSIS) and the National College. These cover strategy and planning, including planning implementation in a collaborative way, leading and managing change in a collaborative environment, collaborative quality assurance, and equality and diversity. Requests for support should be channelled through your Consortium Adviser or go to: <http://lmdp.14-19support.org/>

Bespoke training for practitioners and the wider workforce

- 3.6 Face to face support and development modules on a wide range of topics are available to all practitioners and support staff. This support covers a wide range of topics including, for example, a general understanding of the 14-19 reforms and their implications, curriculum planning, assessment, strategies to enhance applied and experiential learning, developing a Foundation Learning programme, Functional Skills delivery, effective information, advice and guidance, and employer engagement. All this support is provided by a range of partner organisations, including LSIS, the Specialist Schools and Academies Trust (SSAT), the Qualifications and Curriculum Development Agency (QCDA) and the National Strategies. Support can be delivered at a convenient time and date. Full details can be found at: <http://www.14-19support.org/>

Health checks

- 3.7 Health checks are one of the most popular elements of the support offer. There are currently three available – two relate to Diploma preparation and delivery and the other assists with the introduction of Foundation Learning. They identify strengths and any areas for development. The range of health checks is currently being extended to cover the implementation of the whole 14-19 reform programme. For information on the health checks currently available talk to your Consortium Adviser or go to: <http://www.14-19support.org/> for more information.

Peer to peer support

- 3.8 Peer-to-peer support is an effective way to share good knowledge and build good practice at all levels. A range of face to face and on-line networking opportunities are available to encourage this collaboration and peer to peer support. **Learning visits** offer opportunities to find out about some of the best practice in the country. **Online communities** enable consortia members to keep in touch with colleagues in other consortia across the country, and share resources, experiences and ideas. **Diploma line of learning networks** are available for each line of learning in every region. There are also opportunities for consortia to apply for **funding to undertake development projects** in collaboration with other consortia that lead to the promotion of innovative practice and the development of resource, including schemes of work and lesson plans. A comprehensive suite of **mentoring resources** is also available for all consortia to use, which complements the coaching skills and techniques training module. Full details can be obtained from: <http://www.14-19support.org/>
- 3.9 Case studies exemplify the work of consortia, their schools and 14-19 Partnerships in implementing the 14-19 reforms. The DCSF website contains a library of these case studies, illustrating various aspects of delivery. Each one describes the consortium or school and its location, the barriers faced, the solutions, and the outcomes. You can access them here: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.CaseStudiesConsortia&sid=53&pid=422&ctype=TEXT&ptype=Single>
- 3.10 Consortium Advisers have a role in identifying learning, skills and knowledge that could be shared more widely, and helping consortia to consider where they might benefit from peer support. The Consortium Advisers also facilitate peer support.

Resources and tools

- 3.11 The website, <http://www.14-19support.org/> contains a number of on-line resources, materials and tools that can support the workforce. These include resources to support planning and professional development; DCSF Nuts and Bolts Guides, available at: <http://www.diploma-support.org/nutsandboltsguides>, which provide practical guidance; examples of good practice; handbooks with line-specific support on each Diploma; case studies; and a guide to IAG specific resources. <http://www.diploma-support.org/facetoface/iag>. See page 17 for more IAG support.

Functional Skills

3.12 Functional Skills underpin each of the 14-19 pathways and will be a compulsory part of the Key Stage 4 curriculum from September 2010. It is therefore crucial that local authorities, consortia and centres begin to plan and engage with Functional Skills now if they have not already done so.

3.13 Key factors which will determine successful delivery of Functional Skills include:

- Clear roles and responsibilities for Functional Skills teaching, tracking and assessment;
- A clearly articulated Functional Skills policy and vision;
- Training and support to staff on the developments needed in planning, teaching and learning;
- Staff are confident in the Functional Skills standards and are clear about the assessment approach;
- Collaboration between staff across the consortium which enables learners to transfer and apply skills in their learning;
- Assessment of each learner ensures that they are working towards and entered for the appropriate level of functional skills with effective intervention strategies in place;
- A quality assurance plan is in place to monitor Functional Skills across the consortium.

3.14 Training and support for Functional Skills is available from LSIS (for the post-16 sector) and National Strategies (for schools). The first port of call for all training and support should be the dedicated Functional Skills support website: <http://www.fssupport.org/>. This provides access to all the support materials and face to face support available, as well as hosting news, links and an online community. It also contains a self-assessment readiness tool, which schools and colleges can use. Other support, such as training materials and on-line modules, are also available, as are booklets on Functional Skills in Foundation Learning, Diplomas and Apprenticeships, and booklets on putting Functional Skills in the context of curriculum subjects. Your Consortium Adviser will help you decide which support best meets your needs. There are also Functional Skills Regional Advisers (National Strategies) and Regional Facilitators (LSIS) who are available to deliver free training, support and advice at a regional level. Again, your Consortium Adviser should be able to put you in touch with your regional team or their direct contact details are at: <http://www.fssupport.org/>

Diploma Assessment and Quality Assurance

- 3.15 Effective management of internally assessed components of each learner's Diploma programme is an essential part of successful delivery. It is crucial that individual assessments are carried out effectively and systems are in place for the quality assurance of assessment both within a line of learning and across all lines of learning in a consortium. Guidance and support is available for staff in consortia to enable them to establish effective quality assurance arrangements that underpin robust internal assessment. Support is targeted at members of consortium management teams, as well as those identified to carry out the key responsibilities of assuring quality within lines of learning (domain assessors) and across the consortium (lead assessors). The training involves:
- Materials, including toolkits, giving descriptions of the responsibilities that should be carried out by consortia staff and also real examples of best practice;
 - Events introducing consortia staff to the recommended approaches to quality assurance;
 - Local bespoke support to consortia seeking specific support and guidance;
 - Regional networking events for those with lead assessor responsibilities.
- 3.16 You can find materials and more details at:
<http://www.qcda.gov.uk/25333.aspx>
- 3.17 If a centre or consortium has specific questions relating to subject specifications or awarding body requirements you should contact the relevant awarding body directly.
- 3.18 Senior management engagement is vital for effective quality assurance of assessment to take place. QCDA is therefore working with the National College to provide support for leaders and managers focused on implementing quality assurance within consortia.

Diploma awarding and administration

- 3.19 The Diploma is a composite qualification, with many consortia delivering the different components across several centres. A range of support is therefore on offer not only to ensure that you understand the unique composition and administration processes behind the Diploma, but also to encourage you in the collaboration and planning that you need to do to support successful administration.
- 3.20 Crucially, you should not perceive Diploma administration as a task solely for the exam office. Senior leadership, curriculum planning and teaching staff across the consortia all need to be involved if the process is to run successfully. Examples of where this wider staff involvement is necessary includes in the creation of an exams policy, ensuring that roles and responsibilities are clear across the consortium and in creating communication channels.
- 3.21 For a straightforward guide to all the activities that need to be carried out and by whom, DCSF has created a Nuts and Bolts guide to leading Diploma administration which can be found at:
<http://www.dcsf.gov.uk/14-19/documents/NutsBoltsDiplomaAdmin.pdf>
- 3.22 QCDA provides a wealth of support for Diploma administration. They provide support to exams officers on the practical detail of Diploma administration and provide support to exams officers and consortium leads on the administrative plans and policies that must be in place before Diploma teaching starts. The support on offer includes:
- Many practical tools and guides, for example, the Diploma Validator tool, Consortium Centre Planner, a series of key checklists and other practical guidance documents;
 - Training events called 'Getting ready for the Diploma' and 'Administering the Diploma' events depending on levels of experience;
 - Local bespoke support to consortia seeking specific support and guidance – usually from QCDA regional Centre Support Officers;
 - All this support and guidance can be found on the QCDA website:
<http://www.qcda.gov.uk/25220.aspx>
- 3.23 Aside from QCDA support, both SSAT and National College offer support on building effective partnerships, planning delivery together and collaborative quality assurance as part of the leaders' and practitioners' support detailed above. This collaboration support may be useful in ensuring successful Diploma administration and they will both be able to offer support in applying this collaboration in an administration context.

Information Advice and Guidance (IAG)

- 4.1 The 14-19 reforms need to be underpinned by high quality impartial and personalised IAG, so that young people are fully aware of the variety of pathways open to them, and of the progression routes to further and higher education and employment. This will help them succeed in their chosen learning programme. Local authorities need to provide a strategic lead, ensuring high quality IAG is on offer to all young people. Successful local delivery of raising the participation age (RPA) will require a step-change in the quality of local IAG provision, giving it high strategic priority.

The national Quality Standards for IAG were written to support the development of consistently high quality and impartial IAG across the country. *Quality Standards for Young People's Information, Advice and Guidance (IAG)* DCSF 2007 is available from: <http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00253/>

- 4.2 There is evidence that the quality of IAG delivered through Connexions varies quite considerably. In spring 2010, the DCSF will be consulting on Directions and Statutory Guidance for local authorities on commissioning their IAG service and we will be formally reviewing the quality and effectiveness of local authorities' delivery of IAG in 2011.
- 4.3 *Quality, Choice and Aspiration: a strategy for young people's information, advice and guidance*, DCSF, October 2009 is available from: <http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00977-2009>
- 4.4 It is crucial that consortia, and individual schools provide young people with high quality IAG, and a good understanding of the wide range of 14-19 options open to them. Statutory guidance has been published to help schools discharge their statutory duties in relation to careers education, and ensure that the young people for whom they are responsible receive the support they need. The statutory guidance has been informed by the Apprenticeships, Skills, Children and Learning Act 2009, which introduces new responsibilities on local authorities and schools to provide advice about Apprenticeships. Revised guidance will shortly be issued for consultation.
- 4.5 *Statutory guidance: Impartial careers education*, DCSF 2009 is available from: <http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00978-2009>

- 4.6 A resources pack has been developed to help schools deliver the new legislative requirements. It contains a range of materials designed to provide practical support to help schools review and improve their IAG provision. It includes briefing notes for governors, careers co-ordinators and other staff to develop their understanding of their role in providing young people with the help and support they need, and materials to help head teachers audit the quality of careers education provision and to judge the extent to which provision is meeting users' needs. For more details, visit: <http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00066-2010&>
- 4.7 The pack also includes a DVD on the main post-16 options for use in careers education lessons and to help engage parents and carers so that they can support their children's decision making more effectively. The material on the DVD is available from: <http://www.cegnet.co.uk/site/cegnet/home>
- 4.8 The need to provide young people with high quality IAG links closely with the legal requirement that all public sector bodies will promote equalities. You can find guidance and information about equality and diversity on the DCSF 14-19 website: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=31>
- 4.9 We know that the proportions of male and female learners for some subjects can follow stereotypical patterns. It is vital that young people do not feel constrained by their gender to the learning choices that they make. The DCSF website contains guidance, resources, links and case studies that will help you to tackle these issues: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=31&pid=428&ctype=None&ptype=Contents>

Employer engagement

- 5.1 Employers make a real and positive difference to the educational outcomes for young people. This could be through direct involvement such as offering work experience, taking on apprentices, supporting Diploma delivery, and giving IAG, or indirect involvement through qualifications design, school or college governance and promoting educational opportunities. In turn, business and economic success depends on young people having improved employability, through, for example, functional skills, in a rapidly changing labour market.
- 5.2 Employers have a crucial role in delivering Apprenticeships, using workforce planning to identify future skills needs which can be met by apprentices, and creating high quality, salaried opportunities for young people, as well as providing real workplace training and experience. The National Apprenticeship Service is a key partner in working with employers.
- 5.3 The Institute for Education Business Excellence (IEBE) provides employer engagement consultancy to all consortia delivering Diplomas, including those delivering from 2010 and 2011. This is a flexible support offer: for example, you could use it for one-to-one support from a specialist consultant, or you could use it to help with local employer conferences. The IEBE can help you decide what will work best for you. You can contact charmian@iebe.org.uk to arrange to speak to a consultant.
- 5.4 IEBE also offers a range of one day Continuing Professional Development courses, both nationally and in the regions, to enhance the work of individual brokers, practitioners and managers. To find out more, visit: <http://www.iebe.org.uk/>
- 5.5 Other resources available include the *Employer Engagement Self-Assessment Toolkit*, an interactive toolkit that will help a consortium to understand what effective engagement looks like. By using the toolkit, your consortium will be able to see how it is performing and how ready it is to deliver employer engagement as part of the Diploma; ensure that all aspects of employer engagement are covered; identify gaps in its strategy; and get fresh ideas for improving its employer engagement. The toolkit is available at: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=496&id=679&ctype=Text&ptype=Single>

Access and transport

- 6.1 Planning transport provision is a key element in the effective delivery of the 14-19 reforms, so that young people can access their entitlement and participate in a rich choice of education and training. Local authorities, consortia and providers will want to collaborate to plan learning provision which will minimise the movement of learners and develop solutions tailored to local needs.
- 6.2 To provide areas with guidance and support in planning access to the Diploma entitlement, DCSF have developed an access and transport toolkit – *Access to the 2013 Diploma Entitlement: a toolkit to support local planning*. The toolkit can be downloaded from: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=496&lid=581&ctype=none&ptype=contents>
- 6.3 Delivering the Diploma entitlement presents some particular challenges in rural areas. You will want to exploit the local resources and facilities available, including the potential of e-learning, and explore the pattern of collaborative activity needed to minimise the movement of learners.
- 6.4 The DCSF provided £20 million in capital funding between 2008-2011 to support innovative solutions in the 20 most rural local authorities, and funded the post of 14-19 transport and access co-ordinators in the 40 most rural local authorities between September 2008 and March 2010.
- 6.5 A further £1.5 million has been provided in 2010-11 for the continuation of the co-ordinator role in the 40 most rural authorities at 75% of the original level as the post moves towards becoming more self-sustaining. In addition to supporting Diploma delivery, the role of the co-ordinator now extends to support transport arrangements for Foundation Learning and also planning more broadly for the raising the participation age from 2013.
- 6.6 In addition, £1.4 million has been provided to increase the “sparsity weighting” in the Diploma Formula Grant from £120 per learner to £200 per learner in 2010-11 in order to support rural and semi-rural areas to help ensure access to the Diploma.
- 6.7 Further information on delivering the 14-19 reforms in rural areas can be found at: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=496&lid=609&lid=284&ptype=Single&ctype=Text>
- 6.8 Becta guidance *A guide to the use of e-learning for Diploma delivery*, which includes case studies, is available on the Becta website: <http://feandskills.becta.org.uk/display.cfm?resID=40933>

Communications

7.1 Effective communications is key to telling the story of the learning offer to young people and their parents, and the educational workforce. National communications include television campaigns for Apprenticeships and Diplomas, and a number of on-line resources, including:

- A Diploma website for students at: <http://yp.direct.gov.uk/diplomas/>
- Information about Apprenticeships for young people, parents and employers, and access to Apprenticeship vacancies at: www.apprenticeships.org.uk
- Information for the public about the 14-19 reforms at: <http://www.diploma-support.org/>
- Information for practitioners and employers at: <http://www.diploma-support.org/>
- The booklet *Moving Up*, which has been developed for Year 7 students to help them understand their options, available at: <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00826-2009>

7.2 Finding ways to communicate with a local audience is key to making the 14-19 reforms a reality on the ground. In response to requests from local authorities, schools and other learning providers, the DCSF has produced guidance on communications as you seek to engage with your audiences about the reforms and the learning offer available in your area. Our research suggested a set of communications tools that can be adapted locally, as well as some more general communications good practice guidance, would be valued.

7.3 There are two key resources available to you:

- A Nuts and Bolts Guide to Communications has been designed to support schools, colleges and other learning providers to talk to their local audiences about the Diploma. Whilst it does have a Diploma focus, the resources such as the template communications plan are applicable more widely. Go to: <http://www.diploma-support.org/nutsandboltsguides>
- The 14-19 toolkit for local authorities has been produced to help you communicate the vision for educational reform to the 14-19 educational workforce. It also contains some additional resources for parents, employers and Key Stage 2 and 3 teachers. Go to: <http://www.14-19support.org>

Foundation Learning

- 8.1 Local authorities are expected to ensure that there is some Foundation Learning delivered across the 14-19 age range (and up to age 25 for learners with assessed learning difficulties or disabilities). See paragraph 1.9 for details of funding which is available to support the delivery of Foundation Learning in 2010-11. This enables local areas to provide a Foundation Learning offer in 2010-11 in every area. But the key to successful implementation in the longer term will be to join up pre and post-16 provision to ensure genuine progression routes are available for these learners.
- 8.2 This planning should take account of the raising of the participation age from 2013, and the corresponding duty on local authorities to secure suitable provision for all young people. Foundation Learning also has a clear role in providing flexible and engaging options at Key Stage 4 to ensure more learners at this level want to continue in education or training. The first group of Year 10s covered by the raising of the participation age start their Key Stage 4 in 2011/12, so the majority of schools should be involved in Foundation Learning by then.
- 8.3 The workforce development programme (see page 12) includes support for Foundation Learning planning and delivery, at both LA and centre level. The flexibility of the offer means support can be adapted to work effectively on a consortia basis.
- 8.4 There are four strands of support:
 - Preparing for Foundation Learning implementation
 - Consultancy support for LA Foundation Learning leads;
 - Planning tools for local authorities, schools, colleges and other learning providers;
 - Foundation Learning health-checks and action planning visits for centres or groups of centres.
 - Practitioner development
 - Briefing events;
 - In-house training;
 - CPD materials, including on-line learning activities.

Providing guidance and sharing emerging practice

- A range of resources and case studies;
- Funded development and research projects;
- Foundation Learning networks for LAs and providers;
- QCDA learning visits and pilot/extended pilot networks.

Developing the capacity of the sector to deliver future support

- Foundation Learning champions' training programme;
- Training for local authority nominated Foundation Learning leads;
- A toolkit of training resources for CPD activities.

8.5 Information about the support offer and resources for Foundation Learning are available at: <http://www.14-19support.org/>

Raising the Participation Age (RPA)

- 9.1 We are raising the participation age in two stages: to the end of the academic year in which a young person turns 17 from 2013; and until their 18th birthday from 2015. Young people will be able to choose how they participate, which could be in
- Full-time education, such as school or college;
 - Work-based learning, such as an Apprenticeship; or
 - Part-time education or training if they are employed, or volunteering more than 20 hours a week.
- 9.2 Local authorities will have a duty to promote the effective participation of 16 and 17 year olds. As the strategic lead for delivering RPA, local authorities will need to work through their 14-19 partnerships and 16-19 sub-regional groupings to deliver a more integrated, responsive and tailored offer to all young people.
- 9.3 Local authorities need to prepare now. There is much to be done over the next three and a half years to 2013, and over the next two years to the first 16-19 commissioning cycle for 2013. Local authorities need to be working now to develop their understanding of the cohort and ensure they develop the right mix and balance of provision to meet the needs of all young people, as well as the support they need to access it. Local authorities also need to be working with the National Apprenticeship Service, individually or through Sub-Regional Groups, to better understand the needs of employers and deliver the Apprenticeship places that young people will require.
- 9.4 RPA trials in 16 areas are developing good practice and approaches. These trials are exploring how local authorities can engage young people through effective IAG to support the raising of the participation age. This includes looking at how local authorities can plan and deliver a system which builds in the September Guarantee, and which re-engages 16 and 17 year olds in learning where necessary. The trials also look at area-wide strategies for tackling local challenges and developing local solutions to achieve full participation. DSCF will also be running a small series of learning visits to help areas with the most to do to deliver full participation.

- 9.5 *Raising the Participation Age – supporting local areas to deliver:* the Delivery Plan for RPA, was published in December 2009. It sets out who needs to do what by when in order to deliver RPA. This is available at: <http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01134-2009>
- 9.6 A participation toolkit is now available to support local authorities which includes effective good practice from the RPA trial areas; a communications element to embed RPA key messages; and good practice on reducing the number of young people not in education, employment or training (NEETs). This toolkit will be available online and will be built on to provide support for local authorities, education providers, Connexions services and Youth Support Services to increase participation, and brings together case studies, guidance, tools and links to further information and will be continually updated. This is available at: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=547&lid=695&ctype=none&ptype=contents>
- 9.7 We also expect to publish statutory guidance for local authorities in January 2011 on their duties in relation to RPA.

Post-16 Machinery of Government changes

- 10.1 In response to the shift of responsibility to local authorities for the commissioning of education and training for 16-19 year olds, local authorities are coming together to work in Sub-Regional Groups (SRGs) to ensure coherence of provision across an area. 43 SRGs have been established, reflecting “travel to learn” patterns, and each have identified a lead commissioner to undertake commissioning discussions with each provider in the area. SRGs provide a forum for local authorities to build a picture of demand across the sub-regions and plan and secure appropriate provision, taking into account learner numbers, available budgets, employer supply of Apprenticeship places, and other factors such as specialist provision and learners with learning difficulties or disabilities.
- 10.2 Support for local authorities in SRGs is available from the React Programme, which provides a package of support for local authorities and providers to assist collaborative working through the transition. It has been developed the Association of Directors of Children’s Services (ADCS) and the Local Government Association (LGA). React have a website which includes useful information and is due to publish a high level guide by the end of March for local authorities, which will provide further information on their new duties. The React website is: <http://www.lga.gov.uk/react>
- 10.3 In addition, the YPLA will publish the National Commissioning Framework (NCF). This sets out the process and timetable for commissioning post-16 provision. A copy of the draft NCF and other information about local authority duties can be found at: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=505&ctype=none&ptype=contents>

Annex A: Conditions of spend of Local Delivery Support Grant 2010-11

Purpose and conditions of grant

- The purpose of the Local Delivery Support Grant is to support delivery of the 14-19 reforms. Allocations are given to the local authority; there is an expectation that some funds will be retained by local authorities for central and strategic purposes, and that the remainder of funds will be distributed to consortia. Spend must be considered and agreed by the local authority with the 14-19 Partnership.
- Subsequent allocations made by the local authority to partners, consortia and providers should not be made on any formulaic basis; rather they should be based on a careful consideration of how best to prepare for delivery of the reforms. The allocation should be equitable, transparent, and should balance the need to develop areas that are further behind (including those still working towards Gateway approval) as well as support those with shorter term delivery challenges. Measurable outcomes should be attached to all areas of spend. There must be a clearly defined path of accountability for spend and outcomes, particularly where funds have been disbursed to centres.
- A robust spending plan should be prepared and agreed with the 14-19 Regional Adviser responsible for the local authority no later than June 2010. Any subsequent changes or additions to the plan of spend should also be agreed with the Regional Adviser. We expect local authorities to report on their plans for spend at least twice a year to the 14-19 Partnership.
- It is important that local authorities consider sustainability (i.e. the long or medium term plans to absorb the resource cost of this activity into mainstream capacity over time). This must be clearly reflected in the plan of spend. Development of local capacity should be at the forefront of the plan of spend, as opposed to shorter term gains. This includes the expectation that existing mainstream funding for schools, colleges and other post-16 providers is used for planning and delivery. Particularly where the Local Delivery Support Grant is being used to fund posts that will be needed beyond the next 12 to 18 months, local authorities will need to plan to fund these posts from existing budgets.
- This funding should be considered as seed money and local authorities are expected to build in sustainability. The funding is available to local areas for preparation and start up costs. It is intended for the sole purpose of preparation to deliver. The funding is therefore ring-fenced in accordance with the Diploma Grant conditions.

Allocation Formula

- The grant will be allocated on the basis of:
 - £35,000 per new, unique Diploma line in each local authority, and;
 - £9.75 per 14-18 year old predicted to be in the area in 2011/12, with a minimum of £70,000 for each local authority.

Entitlement and raising the participation age (RPA)

- From 2013, 14-16 year olds will have an entitlement to study one of the first fourteen Diploma lines, and 16-18 year olds will have an entitlement to study any one of the seventeen Diploma lines. The local authority is under a duty to secure all young people's access to these lines, and maintained schools will have a duty to secure their KS4 students' access to the first 14 lines. RPA more widely will involve a duty on local authorities to secure appropriate provision for all young people to 17 and then 18.
- Planning for the Diploma Entitlement in the context of RPA should guide local authority plans for spend. This funding must be used to prepare for Diploma delivery as outlined in the local authority Gateway 4 plans; however, given the close links and priorities, it can also be used to prepare for delivery of Functional Skills and Foundation Learning where this best meets local needs. Specific plans for spend should lead to sustainable outcomes that will be beneficial in future years. Spending plans may contribute to the following areas (this list is not exhaustive):
 - Workforce development or associated cover;
 - IAG;
 - Employer Engagement;
 - Diploma delivery;
 - FS delivery;
 - FL delivery (including in respect of the above themes);
 - Support with access (specifically, top up for the 14-19 Access and Transport coordinator post which is funded at 75% of the original rate in 2010-11);
 - Innovation in terms of 14-19 provision i.e. flexible start dates or Foundation Learning/Diploma links;
 - Peer Support/Learning;
 - Development of Collaborative Quality Assurance processes.

- The spend should demonstrate a clear line of impact on the opportunities and experiences of young people.
- In the coming months we will provide some examples of creative and good practice, showing how areas have effectively spent these funds in the past.

Handling of under-spends

- Funding will be to take account of under-spends. We expect funding to be spent by the end of August of the year following the financial year of payment, 31 August 2010 in this case. Under-spends will be recovered.

Monitoring/Audit

- The Chief Finance Officer of the local authority shall, by end of September 2011 provide a signed statement, certifying that the grant for 2010/11 has been spent in accordance with the purpose and conditions of grant. We will send more information about this before September 2011.
- It is recommended that local authorities make reference to their spend and the progress against outcomes in the annual Progress Check.

Timetable for Payments

- We expect to make payments in two equal instalments in May 2010 and January 2011.

Annex B: Quick reference guide to support and guidance

Type of support	Audience	Where can I access?
General		
Monthly DCSF 14-19 Delivery newsletter	Provides consortia with a rolling update of the support and training available from workforce partners, QCDA, DDPs and Awarding Bodies.	Subscribe here: http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=53&pid=463&ctype=NEWSLETTER&ptype=S
Funding		
Local Delivery Support Grant	Local authorities	http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=496&lid=629&ctype=None&ptype=Contents
Diploma Formula Grant	Local authorities	http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=500&lid=593&lid=361&ptype=Single&ctype=Text
Advisers		
Consortium Advisers	Consortium leaders and managers.	http://lmdp.14-19support.org/consortiumadviserrole
Information on Apprenticeships and NAS	Employers, local authorities, Connexions and careers advisers.	http://www.apprenticeships.org.uk/
Workforce support		
Bespoke consultancy, coaching and tailored workshops	For leaders and managers.	http://lmdp.14-19support.org/
Website resources (including IAG, Foundation Learning and Functional Skills)	Range of support for everyone delivering 14-19 Reforms.	http://www.14-19support.org/

Case studies illustrating various aspects of delivery	Everyone with an interest in Diplomas and the wider reforms.	http://www.dcsf.gov.uk/14-19/index.cfm?go=site.CaseStudiesConsortia&sid=53&pid=422&ctype=TEXT&pptype=Single
Website resources (learning visits, online communities, mentoring resources)	Full range of support for practitioners delivering Diplomas.	http://www.diploma-support.org/
IAG face-to-face support	IAG leads, local authority and consortium members.	http://www.diploma-support.org/facetoface/iag
Workforce planning Nuts & Bolts Guide	Senior leaders in Diploma consortia.	http://www.diploma-support.org/nutsandboltsguides
Implementation planning Nuts & Bolts Guide	Senior leaders in Diploma consortia.	http://www.diploma-support.org/nutsandboltsguides
Quality Assurance Nuts & Bolts Guide	14-19 co-ordinators, consortium leads, lines of learning leads and planners.	http://www.diploma-support.org/nutsandboltsguides
Functional Skills support		
Functional Skill Support Programme (FSSP) website	Schools and post-16 providers.	http://www.fssupport.org/
Nuts & Bolts Guide to functional skills	Functional Skills leads	http://www.diploma-support.org/nutsandboltsguides
Diploma Assessment and Quality Assurance		
QCDA website (assessment)	Consortium management, Lead and Domain Assessors.	http://www.qcda.gov.uk/25333.aspx

Diploma Awarding/Administration		
Leading Diploma Administration Nuts & Bolts Guide	Leaders in consortia, schools and colleges. Also exams officers, lead and domain assessors and curriculum leads.	http://www.diploma-support.org/nutsandboltsguides
QCDA website (awarding)	Senior leadership, curriculum planning and teaching staff.	http://www.qcda.gov.uk/25220.aspx
Information Advice and Guidance (IAG)		
<i>Quality Standards for Young People's Information, Advice and Guidance (IAG)</i> DCSF 2007	Local authorities, Connexions services, learning providers, voluntary and community-service organisations.	http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00253/
<i>Quality, Choice and Aspiration: a strategy for young people's information, advice and guidance</i> , DCSF 2009	Careers Advisors, FE Institutions, Education and training professionals, public.	http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00977-2009
<i>Statutory guidance: Impartial careers education</i> , DCSF 2009	Governing bodies and head teachers, teachers and local authorities.	http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00978-2009
Impartial Careers Education Statutory Guidance: Resources Pack	Advisors, DCSF, Lead Member for Children's Services, School Advisers, Secondary Schools.	http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00066-2010&
DVD material on the main post-16 options for use in careers education lessons	Senior leaders in schools, governors, careers co-ordinators.	http://www.cegnet.co.uk/site/cegnet/home

Employer engagement		
IEBE contact	To arrange to speak to a consultant	charmian@iebe.org.uk
IEBE website	Practitioners, leaders and managers	http://www.iebe.org.uk/
<i>Employer Engagement Self-Assessment Toolkit</i>	Leaders and managers within consortia.	http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=496&lid=679&ctype=Text&ptype=Single
Access and transport		
<i>Access to the 2013 Diploma Entitlement: a toolkit to support local planning</i>	Local authorities, schools and colleges.	http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=496&lid=581&ctype=none&ptype=contents
<i>Delivering 14-19 Reforms in Rural Areas</i> DCSF, 2008	Local authorities, schools and colleges.	http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=496&lid=609&lid=284&ptype=Single&ctype=Text
Becta guidance <i>A guide to the use of e-learning for Diploma delivery, which includes case studies</i>	14-19 partnerships and consortia.	http://feandskills.becta.org.uk/display.cfm?resID=40933
Communications		
Website	Diploma students	http://yp.direct.gov.uk/diplomas/
Website resources	The public, practitioners and employers.	http://www.diploma-support.org/
<i>Moving Up</i> booklet, September 2009	Year 7 students to help them understand their options.	http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00826-2009

Nuts & Bolts Guide	Lead co-ordinators and communications leads in a consortium, local authority 14-19 teams, careers advisers, teachers and tutors at schools and colleges.	http://www.diploma-support.org/nutsandboltsguides
14-19 toolkit	Local authorities	http://www.dcsf.gov.uk/14-19/
Foundation Learning		
Foundation Learning resources	Local authorities, schools, colleges and learning providers.	http://www.14-19support.org/
Foundation learning toolkits	For LAs, schools and colleges.	http://www.14-19support.org/
Raising the Participation Age (RPA)		
Participation toolkit/ Online toolbox	Local authorities, education providers, Connexions services and Youth Support Services.	http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=547&lid=695&ctype=none&ptype=contents
<i>Raising the Participation Age – supporting local areas to deliver: the Delivery Plan for RPA, DCSF 2009</i>	Councils, Local authorities and key statutory agencies, Schools.	http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01134-2009
Post-16 Machinery of Government changes		
Website	Local authorities and providers.	http://www.lga.gov.uk/react
National Commissioning Framework (NCF) and other information	Local authorities	http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=505&ctype=none&ptype=contents

Diploma line specific websites	
Construction and the Built Environment	http://www.cbdiploma.co.uk/
Creative and Media	http://www.skillset.org/qualifications/diploma/learners/
Engineering	http://www.engineeringdiploma.com/
Information Technology	http://www.e-skills.com/diploma
Society Health & Development	http://shd.skillsforhealth.org.uk/
Business, Administration and Finance	http://www.baf-diploma.org.uk/
Manufacturing & Product Design	http://www.manufacturingdiploma.com/
Hair and Beauty Studies	http://www.habia.org/diploma/
Environment and Land Based Studies	http://www.diplomaelbs.co.uk/
Hospitality	http://www.hospitalitydiploma.co.uk/
Sport and Active Leisure	http://saldiploma.skillsactive.com/
Travel and Tourism	http://www.tandtdiploma.co.uk/
Public Services	http://www.diplomainpublicservices.co.uk/
Retail Business	http://www.diplomainretailbusiness.com/



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