

# Employer Engagement:

## A Guide for Diploma Consortia





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# 1. Introduction

## 1.1

### Background

Our aim is to develop a system of 14-19 education which prepares all young people for success in life. Diplomas are a key part of this system. They will provide an exciting, stretching and relevant programme of learning for all young people that will help them to realise their potential. They will help young people to progress wherever they want to go, whether that is to further and higher education or on to the world of work.

Employers have led the development of Diplomas to ensure that the qualifications provide learners with the skills they need to succeed in their future working lives. Once Diploma teaching begins, the continued engagement of employers in delivery will be critical to ensure learners have a diverse and engaging learning experience that will enable them to develop these skills and succeed in a competitive global economy.

The structure of Diploma qualifications and the way in which they have been developed promote high levels of employer engagement. Ten days work experience is mandatory for all Diploma learners and principal learning qualifications contain a minimum of 50 per cent applied learning (learning which has many of the characteristics of real work, or is set in the workplace) providing ideal opportunities for employer engagement. The qualifications also have real currency with employers – employers have developed the content and Diplomas are promoting the development of the generic skills and knowledge necessary for learning, employment and personal development that employers tell us they value.

## 1.2

**Purpose of this guidance**

This document provides guidance on how a Diploma consortium can develop and manage its employer engagement activities and what support it can access. Specifically, this guide provides:

- examples of how employers can support and enhance Diploma delivery;
- information on employer engagement activity that is already taking place;
- information on the role of 14-19 Partnerships and Education Business Partnership Organisations
- guidance on planning and managing your employer engagement for the Diploma; and
- information on the national employer engagement activities that are underway.

## 1.3

**Who is it for?**

This guide is primarily for employer engagement leads in Diploma consortia. It may also be relevant to Diploma line of learning leads; Principal Learning practitioners; and leaders and managers in consortia.

The first edition of this guide is aimed primarily at those consortia delivering Diplomas for the first time in 2009. It will also be relevant to consortia delivering in 2008 that have already embarked on employer engagement activity for some lines and are extending their offer for 2009. It may also be useful to those planning Diploma delivery in 2010 and beyond. As the scale of delivery increases as we move towards national entitlement in 2013 this guidance will be updated.

If you would like to comment on the content of this guide, make suggestions for future editions, or share good employer engagement practice please email: **work-relatedlearning.feedback@dcsf.gsi.gov.uk**

**Executive Summary**

Effective employer engagement is critical to the success of Diplomas. More than ever before, Diplomas offer excellent opportunities to make the most of employers' knowledge and skills, and to involve them directly in the educational experiences of young people.

This can be, for example, by taking advantage of employer planning expertise, both for the consortium as a whole and directly with young people. Employers can equally be used as advocates for the Diploma on behalf of the consortia, to young people and parents. Employers can also engage directly with teachers and lecturers to improve their understanding of a business sector.

Consortia across the country are already demonstrating good practice in engaging employers. Although there are different structures and approaches, the first port of call is often the local Education Business Partnership Organisation.

This guide sets out ways in which consortia could further improve current activity:

- Conduct a **full audit** of current employer engagement activity;
- Jointly develop **objectives** for employer engagement across the consortium;
- Define what you are **asking employers to do** and what the **benefits of involvement are**;
- **Identify and approach** employers; and
- Maintain and develop your **employer relationships**.

The timeline at the end of this guide sets out when this activity should take place, and throughout the guide are examples of current good practice and sources of further support and advice.

## 2. How employers can support Diploma delivery

Whilst employer engagement in the institutions in your consortium may be extensive already, the introduction of the Diploma means that it is likely to need to be developed in range and depth.

Consortia delivering Diplomas from September 2008 have already demonstrated how employers can be engaged beyond that required to secure 10 days work experience for each learner. They have worked with employers to:

- plan for Diploma delivery and define how employers will participate in the learning experience when delivery starts
- inform learners and parents about the Diploma and careers
- support the professional development of their practitioners.

As delivery commences there will be further examples of good practice emerging that will appear in future editions of this guide.

### 2.1

#### Planning for Diploma delivery and participating in the learning experience

Employers have been engaged in the preparation for 2008 delivery both at a strategic level – sitting on a consortium’s strategy group or leadership team – and at an operational level – forming part of a consortium’s curriculum team. This has involved setting assignments and creating relevant context for applied learning and providing ideas and materials for projects.

In addition to planning, employers have already committed to participating in the learning experience once delivery starts in September by, for example:

- Working with groups of young people to define and set tasks, contributing to teaching (fully supported by a teacher), contributing to monitoring students progress and contributing to assessing outcomes
- Having **telephone discussions** with learners or answering **email queries** (in one consortium, a videoconferencing system is being trialled)
- Hosting visits for learners
- Being available as a **guest speaker**.

Some consortia have worked with employers to establish **learning zones** at the employer's premises or mobile classrooms that can be taken to employers. These approaches will help consortia bring learning to life in a way that may not be possible in conventional classrooms and provide access to expertise and facilities that may not be available within the consortium.

### ***Learning Zones at employer sites – Liverpool consortium***

Liverpool will be delivering five lines in 2008, one of which is society, health and development (SHD) Alder Hey Children's Hospital Trust is supporting the delivery of the Advanced Diploma in SHD. Learners will spend one day per week at Alder Hey working in a newly created 'Youth Learning Zone'. In the morning hospital staff will deliver an identified unit from the qualification with input from a range of professionals (the hospital has staff that cover the four sectors of health, social care, justice and children's workforce) and during the afternoon learners will have access to a range of professionals and research facilities and a range of professionals which will enable them to carry out investigations for other units.

## 2.2

### **Informing learners and parents about the Diploma and careers**

Consortia delivering lines of learning in 2008 have invited employers to speak at open evenings and other events to excite and motivate learners about the Diploma and demonstrate how it is valued by employers. Employers can also provide insight to their sector and its careers and answer questions from both learners and parents.

## 2.3

### **Supporting the professional development of practitioners**

Hosting core professional development training for practitioners.

'Inside the Workplace' is a core training workshop for all Diploma practitioners who are preparing for 2009 delivery. It will provide practitioners with experience of a sector-relevant working environment, enabling them to construct materials based on Diploma units and equip with them strategies for engaging with sectors in their Diploma line.

To make this day as valuable as possible some consortia preparing for 2008 delivery worked with their employers and the Specialist Schools and Academies Trust (SSAT – the training provider) to jointly develop the agenda and activities for the day and have this training delivered at an employer site<sup>1</sup>.

1. As part of the preparation for 2008 delivery, this workshop was called SSAT day 2 training

### **Hosting core training for practitioners – Nottingham City consortium**

Nottingham will be delivering five lines in 2008. To support the professional development of its practitioners, its employer partner groups for creative and media, engineering, and construction and the built environment reviewed the recommended training material for the core practitioner training, helped structure the day and hosted the training itself. For example, the creative and media training was hosted by the Nottingham Playhouse.

The professional development lead and Diploma line of learning leads in your consortium will work with Specialist Schools and Academies Trust (SSAT) to design the 'Inside the Workplace' core training workshop for your practitioners. You should speak to your professional development lead about the plans for this event and understand how you can support it through your employer links.

### **Hosting practitioner visits**

Some consortia preparing for delivery in 2008 have arranged practitioner visits to employers. These provide practitioners with insights into their sector and ensure their knowledge continues to be relevant. Employer visits of five hours or more also qualify as professional development placements (PDPs) that can be recorded as part of a practitioner's continuing professional development.

### **Case study – Reading and Central Berkshire Consortium**

Reading and Central Berkshire Consortium will be offering five lines in 2008. As part of its employer engagement it has secured commitment from employers to host practitioner visits. It feels that the these visits:

- help practitioners to stay abreast of developments in the sector
- provide opportunities to generate ideas for learning activity back in the classroom
- provide opportunities to strike up relationships with employees, which can lead to other forms of engagement
- support practitioner's continued professional development.

You will need to work with your consortium's professional development lead and Diploma line of learning leads to understand whether such a visit would be beneficial for your practitioners, considering the other professional development support they will be accessing.

You may be able to arrange a visit to an employer or a PDP through a local educational business partnership organisation (EBPO). For details see the National Education Business Partnership Network website [www.nebpn.org](http://www.nebpn.org) or ring 01635 279 914. If you are one of the few areas in England that does not have a local EBPO or if your EBPO is unable to arrange a suitable placement, please see section 5.6 for sources of other support available.



# 3. Employer engagement already taking place

There will already be employer engagement activity underway in the institutions in your consortium and in your local area.

Schools have had a statutory requirement to include work-related learning within the curriculum for Key Stage 4 learners since 2004 and many should have strong employer links as a result. Employers are also central to apprenticeships and vocational and applied courses, and colleges and work-based learning providers in your consortium will have developed direct connections with local employers.

Education business partnership organisations (EBPOs) are organisations that exist wholly or in part to link employers with education and training activities and institutions in your consortium are likely to be using the services of EBPOs to support their employer engagement.

There are many different types of EBPOs. Some operate in a local area where they may be part of the local authority or independent organisations, sometimes with charitable status. Others operate nationally and specialise in a particular aspect of the curriculum or a particular aspect of employer engagement. For these organisations, EBPO services might be one part of the organisation's activities. Examples of national EBPOs include STEMNET a charity which focuses on science, technology, engineering and mathematics Young Enterprise a charity which supports enterprise activities in schools and colleges and Trident a company which operates in many areas and organises work experience placements.

Many EBPOs receive a share of £25 million distributed via the Learning and Skills Council (LSC) each year. This is largely used to fund employer engagement activity relating to work experience at Key Stage 4 and short professional development placements (PDPs) for teachers in schools. Most, but not all, local authorities will be covered by an EBPO that has a share of this funding. EBPOs may receive additional funding from schools, colleges, local authorities and elsewhere in order to carry out more activities, or to broaden their scope. In the future funding for 16-19 education will be routed via local authorities and, in the medium term, so will 14-16 funding for EBPO activities.

# 4. The role of 14-19 Partnerships and EBPOs

## 4.1

### Role of 14-19 partnerships

The reforms to 14-19 education, including the introduction of the Diploma, mean that greater levels of employer engagement will be required across each local area in the future. Strategies that your 14-19 Partnership has in place for engagement with local employers and for the delivery of work-related learning in the local area are critical and will reflect the local skills need. You will need to work with your consortium lead and your 14-19 Partnership to understand these strategies and, therefore, how the 14-19 Partnership might support your employer engagement.

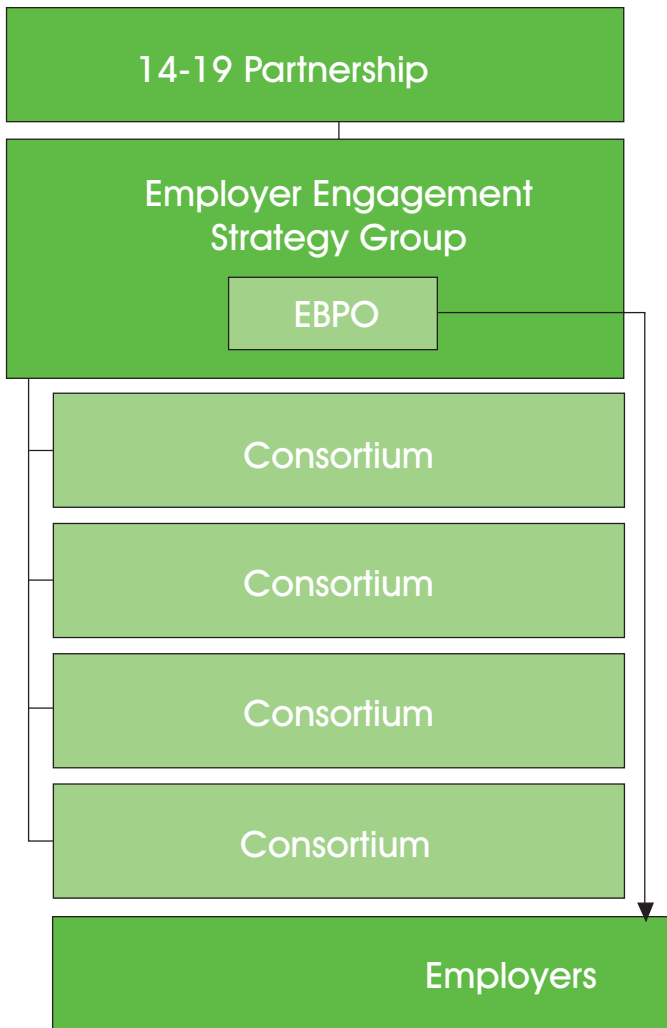
Employers have been shown to engage with education and training more readily when they are approached in a coherent manner with clear propositions. As a result, local authorities and 14-19 Partnerships are often best placed to support the co-ordination of employer engagement activity across consortia.

Examples of this include:

- Commissioning a local EBPO to provide specific employer engagement support, for example:
  - funding the chair of the local EBPO to engage with businesses
  - commissioning an EBPO to recruit employers through mail drops and breakfast meetings
  - commissioning an EBPO to work with consortia on their employer engagement on a one-to-one basis.
- Having local authority employees dedicated to aspects of employer engagement (particularly where the local authority performs an EBPO function itself), for example:
  - having full-time employees who arrange work placements for learners; or
  - having a full-time member of staff whose co-ordinates all employer engagement activity across the local area.

How a 14-19 Partnership chooses to support the co-ordination of employer engagement will depend on its structure, the scale of delivery in the local area, and the structure of employees in the local economy. Shown here are some example structures.

**EBPO leads employer engagement strategy group**



Many 14-19 Partnerships have told us that they have formed a number of strategy groups to focus on particular aspects of delivery. In this example, an employer engagement strategy group has been created. This group might be led by an EBPO and the membership might include local employers and employer engagement leads from the consortia in the local area.

In areas where consortia are spread over a broad geographical area or where consortia are focusing on different Diploma lines, a lot of employer engagement activity might occur at individual consortium level. In this example, an EBPO has been commissioned to support employer engagement in each consortium. This is likely to involve working directly with the employer engagement lead in each consortium and, potentially, sitting on the consortium’s leadership team. As the EBPO will have an overview of all employer engagement activity in the area key parts of its role is ensuring employer engagement activity is joined up and employers are approached in a coherent manner.

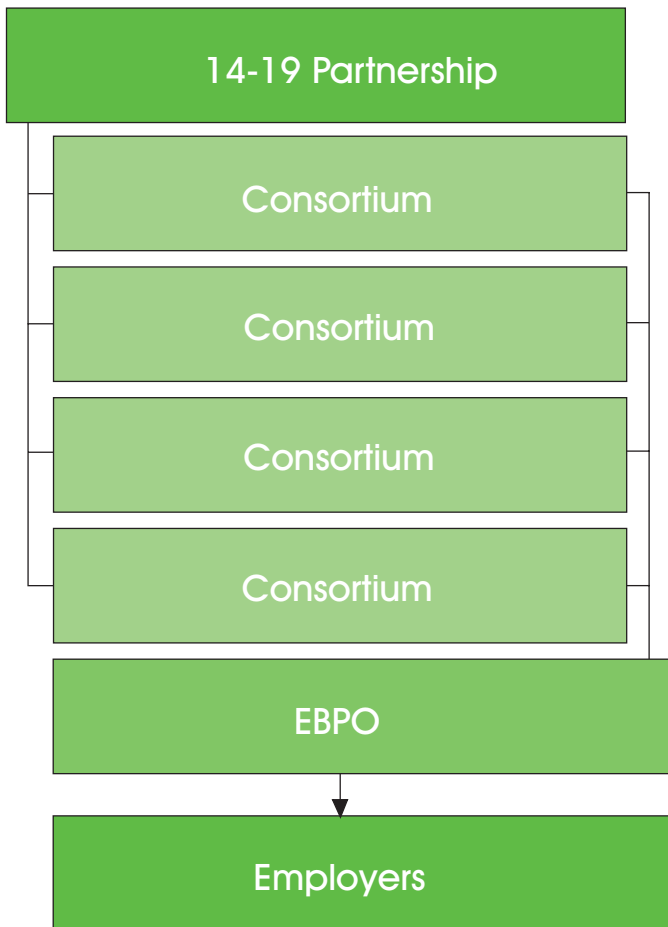
**EBPO works with line of learning strategy groups**



1. Also acts as Diploma consortium

In individual cities, employer engagement is sometimes managed by line of learning, and line specific strategy groups have been established. In these cases, the EBPOs might belong to a strategy group, or lead one or more strategy groups and might also lead on employer recruitment for a line of learning.

**EBPO works with individual consortia**



4.2

**The role of education business partnership organisations**

As described above, an EBPO may already have been commissioned by your 14-19 Partnership to support your employer engagement. An EBPO may also be supporting institutions in your consortium to find work placements for learners or short professional development placements (PDPs) for practitioners, using the funding that is routed via the Learning and Skills Council (LSC – see section 3.)

You may need to identify and utilise additional funding to increase the support provided to you by EBPOs. You will need to speak with your consortium lead and your 14-19 Partnership to understand how you can fund any additional services. Funding sources in addition to the £25 million routed via the LSC include, but are not limited to:

- The £30,000 your local authority will have received for each Diploma line approved for 2009 delivery
- Funding for practical learning leading to a qualification, through the Dedicated Schools Grant
- Enterprise funding.

Most areas will have an EBPO that operates locally. If you are one of the few areas that does not have a local EBPO, or if your EBPO is unable to provide the services you require (for example, if you would like support in a particular curriculum area), you can work with your consortium lead and your 14-19 Partnership to approach EBPOs in neighbouring areas or national EPBOs to discuss the support that could be provided. You might also find it useful to refer to the new standards for EBPOs that can be found at [www.dcsf.gov.uk/14-19](http://www.dcsf.gov.uk/14-19), under **Curriculum** then **Work-related learning** and **Enterprise**.

To find out about some of the EBPOs that operate in your area or nationally or to contact an EBPO go to the National Educational Business Partnership Network website ([www.nebpn.org](http://www.nebpn.org)).

# 5. Planning and managing your employer engagement for the Diploma

In the past the employer engagement activity in your consortium, whilst extensive, is likely to have been organised separately by individual institutions. The creation of your Diploma consortium means that employer engagement (at least, that relating to the Diploma) will now need to be managed collaboratively.

As a successful Gateway consortium, you will already have started planning your employer engagement activities. As part of your Gateway application, you will have provided evidence about your employer links and their relevance to your Diploma lines. You will also have provided information on how employers will be involved with the planning, delivery and evaluation of your Diploma lines and how you will work with employers to ensure that you offer realistic learning environments and high quality applied learning.

Building on your Gateway application, we would now expect you to now be further developing and implementing your plans for employer engagement by, for example:

- Conducting a **full audit** of the current employer engagement links and activities in the institutions in your consortium, if you have not done so already
- Jointly developing **objectives** for your employer engagement across the institutions in your consortium
- Creating propositions for employers – defining what you will be **asking employers to do** and ensuring that the **benefits of involvement** are clear to them
- **Identifying** and **approaching** employers
- Maintaining and developing your **employer relationships**.

In section 8 you will find an example employer engagement timeline and you may like to refer to this as well as the information in this section as you develop your own plan for employer engagement.

### 5.1

## Conducting a full audit of employer engagement in your consortium

An audit of employer engagement in your consortium would typically involve you asking yourself these questions:

- Which employers are engaged with each institution?
- What these employers do?  
For example, do they provide work experience placements or deliver careers talks?
- What sectors these employers are involved with?
- How has the institution engaged with each employer?  
For example, schools might engage through a parent or governor or through an EBPO; colleges or work-based learning providers might have a direct relationship as a provider of training services?

As part of this audit you should also develop an understanding of how employer engagement is managed in each institution. For example, some institutions may have existing statements of aims and objectives for vocational and work-related learning, processes for the evaluation and monitoring of work-related learning, and may also have assigned roles and responsibilities for work-related learning within their institution.

The audit will enable you to understand the strengths of existing employer engagement and develop a view of the adequacy of supply across the consortium in general or by Diploma line, geography or activity. It will also help you understand any overlaps (such as where the same employer is engaged with more than one institution). For example, you may find that there are sufficient work experience placements available for Key Stage 4 learners, but not for post-16 learners, or that there are opportunities to engage more employers in relation to a specific Diploma line.

### 5.2

## Developing objectives for your employer engagement

Here are some examples of objectives you may consider for your employer engagement.

Objectives of employer engagement are to:

- Ensure that work placements are inspiring and relevant to each learner's learning programme
- Ensure that employers will be directly involved in the planning and delivery of Principal Learning for all lines of learning, in order to guarantee a high quality, relevant and engaging applied learning experience.
- Ensure that employers are directly engaged in the delivery of additional and specialist learning qualifications that are related to their sector.

To give you the best chance of achieving your objectives they should be developed collaboratively across your consortium and have the support of the leaders and managers of each institution. Your objectives will also depend on what finances are available to you and what capacity consortium members have to achieve them.

### ***Managing Diploma employer engagement alongside existing work-related learning plans – Newham***

Newham will be delivering five Diploma lines of learning in 2008. Whilst planning their employer engagement they found that institutions within the consortium were concerned that existing employer networks and progress with existing employer engagement initiatives and programmes might be compromised by the focus on Diploma employer engagement.

To overcome this, the consortium had to win institutions round to the idea that all 14-19 partners needed to collaborate and share employer contacts and reassure them that this wouldn't undermine previous work done on employer engagement.

To ensure employers were approached in a coherent way, the consortium insisted that all employer contacts were managed through the local EBPO rather than by individual institutions.

## 5.3

### **Creating propositions for employers**

Whilst employer links may be made through an EPBO or a permanent member of staff in your local authority, you will still need to develop a clear view of what it is you would like employers to do and be aware of the benefits to employers of becoming engaged.

#### 5.3.1

##### **Defining what employers could do**

Consortia delivering Diplomas in 2008 have found that employers engage with Diploma delivery most readily when the consortium is specific about what is being asked of them and when.

As a consortium you will need to define what you would like employers to do in order to achieve your objectives and then ensure that you are able to articulate this clearly to employers, be it orally or in some materials you might choose to produce, in a way that will resonate with them. You should think about the concerns employers may have and ensure you are able to provide responses to these. (For example, an employer may have concerns about the time commitment or the need for CRB checks<sup>2</sup>). Your EBPO will be able to help you with this and some EBPOs are able to organise Criminal Records Bureau (CRB) checks for a fee.

Examples of what you might ask employers to do are detailed in section 2 and include:

- participating in curriculum planning
- taking learners on work experience placements that are linked to their Diploma line
- acting as a mentor for learners or practitioners.

2. For more information on CRB checks, see the work related learning guide at [www.dcsf.gov.uk/14-19.wrl](http://www.dcsf.gov.uk/14-19.wrl).

Benefit	Details
Employer involvement will aid recruitment and prepare the future workforce	<p>Employers involvement will help to:</p> <ul style="list-style-type: none"> <li>- ensure that the knowledge and skills developed by learners meet employers' needs</li> <li>- increase the size and quality of the recruitment pool.</li> </ul>
Undertaking Diploma-related activities will help develop and motivate staff	<p>Employees undertaking Diploma-related activities can:</p> <ul style="list-style-type: none"> <li>- develop key skills including presentation, mentoring and coaching skills</li> <li>- influence and learn from the education system.</li> </ul>
Working with Diploma consortia can fulfil corporate social responsibility objectives, enhancing the reputation of the company	<p>For employers, involvement in the Diploma may lead to:</p> <ul style="list-style-type: none"> <li>- an increasingly positive image in the local community, and greater influence with local opinion-formers</li> <li>- direct or indirect increase in performance</li> </ul>
Employer's involvement in the Diploma can lead to increased access to resources	<p>Employers involvement in the Diploma may enable access to:</p> <ul style="list-style-type: none"> <li>- shared premises and equipment</li> <li>- cost-effective developments as learner projects, for example in design and market research</li> <li>- extra pair of hands and fresh perspective on working practices through work experience.</li> </ul>



### 5.3.2

#### Appealing to employers

Materials are available on the DCSF website to help you promote the Diploma to employers (go to [www.dcsf.gov.uk/14-19/employers](http://www.dcsf.gov.uk/14-19/employers) and follow the **Order more information** link). These include publications on the Diploma and on each line of learning. A DVD is also available. The website is also a good place to direct employers to for information on what employers are saying publicly about the Diploma and the benefits of getting involved.

Benefits you might like to raise with employers are set out in the table on the next page.

### 5.4

#### Identifying and approaching employers

Having conducted an audit, developed objectives and created propositions for employers you will have a good idea about the increase in employer engagement activity you will need and, specifically, in which Diploma lines.

#### 5.4.1

##### Identifying employers

If you feel that there are few businesses linked to a particular line of learning in your local area, it may be useful to think of how a business's non-core operations may link to the Diploma line of learning. For example, local authorities have press offices and often employ graphic designers so would therefore provide appropriate context for the creative and media line. Generally, the public sector is a large employer in most local areas and public organisations themselves, or initiatives linked to them (for example, Building Schools for the Future programmes), might be able to provide further employer engagement opportunities.

The types of organisations in your area will affect the number of employers you need to engage with and how you engage with them. Small and medium-sized enterprises (SMEs) are likely to have less capacity to engage with Diploma delivery consortia will and may need to be more flexible in involving SMEs. Large employers with local outlets in the local area may have more capacity to engage. Some large employers give discretion to local managers about involvement with education; some have national policies. To increase the involvement of large organisations in future the DCSF is working with employers nationally to encourage Diploma engagement.

### 5.4.2

#### Approaching employers

To ensure employers are approached in a coherent way employer engagement in a consortium or 14-19 Partnership employer engagement is best channelled through one person or organisation. This is likely to be either an EBPO (that may require full or part funding) or a local authority member.

Examples of the activities this person or organisation might carry out in order to recruit employers include:

- organising mail drops
- holding breakfast meetings to raise awareness of the Diploma
- telemarketing employers.

Once the initial contact has been made, or where you have an existing relationship, an EBPO will also be able to work with you and the employer to define the specifics of the engagement using the propositions you will have created (see section 5.3).

### 5.5

#### Maintaining and developing your employer relationships

By making an employer's experience of Diploma engagement as positive as possible you will be well placed to continue and, hopefully, develop the relationship. This includes making sure you communicate with employers at the right time with the right information and making sure that each organisation's expectations of the engagement are clearly set at the outset and adhered to. For example:

- If an employer is on a consortium strategy group, make sure the discussions and materials used by the group are easy to understand for people who are not education experts; and
- Ensure learners visiting a site come well prepared.

To ensure communications are managed effectively, some consortia preparing for 2008 delivery have established a communication protocol and a

database to track employer contact and information on key elements such as health and safety checks.

Some consortia have also developed guidance for practitioners working directly with employers on Diploma delivery to ensure employer involvement and contributions are well facilitated.

### 5.6

#### Further support available

In addition to the support from your 14-19 Partnership and the services of EBPOs, you might also like to consider visiting another consortium to see first hand how employer engagement is being managed or use some free consultancy from the DCSF.

#### 5.6.1

##### Employer engagement consultancy support

This support is available to consortia delivering in 2008 and/or 2009. It is funded by the Department for Children, Schools and Families DCSF and provided by the National Education Business Partnership Network (NEBPN). The consultancy can support you to both plan and deliver your employer engagement.

If you would like to request this support please contact your consortium leadership consultant (CLC) via your consortium lead.

#### 5.6.2

##### Employer engagement focused learning visits (FLVs)

Focused learning visits (FLVs) involve spending a day at a host consortium discussing aspects of employer engagement such as auditing employers, planning for your employer engagement, engaging new employers and maintaining and developing relationships.

FLVs are aimed at heads, principals, their deputies, and other members of your consortium's senior leadership team. A maximum of four people from the consortium can attend each FLV.

To book an FLV and to find out more go to the good practice area here: [www.dcsf.gov.uk/14-19](http://www.dcsf.gov.uk/14-19).

# 6. National employer engagement activities

## 6.1

### Diploma employer champion network

The Diploma Employer Champion Network (DECN) has been established to ensure that employers get a clear understanding of the benefits and opportunities offered by Diplomas. It is made up of national employers, public sector representatives and small and medium-sized enterprises. By September 2008 the network will have 90 members, one for each of the first 10 lines of learning in each region, and employers such as Rolls Royce, Microsoft and Vodafone are already engaged.

Champions are a resource that can be drawn upon to recruit employers. Your EBPO or 14-19 Partnership might ask a local champion to speak at an employer recruitment event such as a breakfast meeting and champions might also be involved in local PR and media activity. Champions are also able to provide informal advice to consortia on how best to work with employers. (This is in contrast to the EBPO role of brokering direct relationships between consortia and employers.)

For a list of DECN members and for details of how to arrange a speaker visit [www.dcsf.gov.uk/14-19/decn](http://www.dcsf.gov.uk/14-19/decn).

In addition to this, the DCSF is also engaging directly with national employers and employer bodies to ensure they have a clear understanding of Diplomas and encourage engagement.

## 6.2

### Diploma development partnerships

Diploma development partnerships (DDPs) are convened by sector skills councils to develop the content for Diploma qualifications in consultation with employers, higher education and other key stakeholders. They produce materials and guidance to inform employers about the Diploma in their line that can be found at [www.dcsf.gov.uk/14-19/employers](http://www.dcsf.gov.uk/14-19/employers) and then following the 'Diploma: subject areas' link. See section 7 for addresses to individual DDP websites.

# 7. Useful links and further information

## DCSF sites

14-19 reforms:

[www.dcsf.gov.uk/14-19](http://www.dcsf.gov.uk/14-19)

Employers' site:

[www.dcsf.gov.uk/14-19/employers](http://www.dcsf.gov.uk/14-19/employers)

Diploma Employer Champion Network:

[www.dcsf.gov.uk/14-19/decn](http://www.dcsf.gov.uk/14-19/decn)

Work-related learning guide, work experience standards and national standard for EBPOs:

[www.dcsf.gov.uk/14-19](http://www.dcsf.gov.uk/14-19) then click **Curriculum** and **Work-related Learning and Enterprise**

NEBPN: [www.nebpn.org](http://www.nebpn.org)

Construction and the Built Environment:

[www.cbdiploma.co.uk](http://www.cbdiploma.co.uk)

Creative and Media:

[www.skillset.org/qualifications/diploma](http://www.skillset.org/qualifications/diploma)

Engineering:

[www.engineeringdiploma.com](http://www.engineeringdiploma.com)

Information Technology:

[www.e-skills.com/diploma](http://www.e-skills.com/diploma)

Society, Health and Development:

<http://diploma.skillsforhealth.org.uk>

Business, Administration and Finance:

[www.baf-diploma.org.uk](http://www.baf-diploma.org.uk)

Environmental and Land-Based Studies:

[www.diplomaelbs.co.uk](http://www.diplomaelbs.co.uk)

Hair and Beauty Studies:

[www.habia.org](http://www.habia.org)

Hospitality and Catering:

[www.people1st.co.uk/14-19-diplomas](http://www.people1st.co.uk/14-19-diplomas)

Manufacturing and Product Design:

[www.manufacturingdiploma.co.uk](http://www.manufacturingdiploma.co.uk)

Stemnet:

[www.stemnet.org.uk](http://www.stemnet.org.uk)

Trident:

[www.trident-edexcel.co.uk](http://www.trident-edexcel.co.uk)

Young Enterprise:

[www.young-enterprise.org.uk](http://www.young-enterprise.org.uk)

Other organisations in the environment to be aware of are detailed in the table below.

Organisation	Details
British Chambers of Commerce (BCC)	<p>The BCC is the national body for the network of accredited chambers of commerce across the UK. There are more than 55 local chambers across the country, which sit at the heart of the local business community. Local chambers may be able to provide advice on the local employment market, as well as other employer engagement support by local arrangement.</p> <p><b>Contact:</b> <a href="http://www.britishchambers.org.uk">www.britishchambers.org.uk</a></p>
Business in the Community (BiTC)	<p>BiTC inspires, engages, supports and challenges companies to continually improve the impact they have on society and the environment through their responsible business programme. They currently have links to over 800 member companies, with a further 3000 companies engaged through their programmes and campaigns.</p> <p><b>Contact:</b> <a href="http://www.bitc.org.uk">www.bitc.org.uk</a></p>
Federation of Small Businesses (FSB)	<p>The FSB promote and protect the interests of the self-employed and owners of small firms in the UK. It currently has around 210,000 members across 230 branches.</p> <p><b>Contact:</b> <a href="http://www.fsb.org.uk">www.fsb.org.uk</a></p>
The Confederation of British Industry (CBI)	<p>The CBI is a not-for-profit organisation which helps create and sustain the conditions in which businesses in the UK can compete and prosper for the benefit of all.</p> <p><b>Contact:</b> <a href="http://www.cbi.org.uk">www.cbi.org.uk</a></p>

## Employer engagement timeline – preparing for delivery in 2009 – July to December 2008

	Jul 2008	Aug 2008	Sep 2008
Managing employer engagement	<ul style="list-style-type: none"> <li>■ Full audit of current employer engagement activity in consortium complete</li> <li>■ Support available from 14-19 Partnership and EBPOs understood (including any costs)</li> </ul>		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Regular meetings of employer engagement ...</div> <ul style="list-style-type: none"> <li>■ Consortium's employer engagement objectives defined and agreed by all institutions</li> <li>■ Roles and responsibilities for employer engagement defined across the consortium</li> <li>■ Consultancy support on employer engagement available</li> <li>■ Diploma employer champion network has 90 members – one per region for each of the first ten Diploma lines</li> </ul>
Planning learning and employer's participation in learning			
Informing learners and parents about the Diploma			
Supporting professional development			

Key: ■ Example milestones □ Example activities ■ Support available (not exhaustive)

Oct 2008	Nov 2008	Dec 2008
<p>... strategy group or similar (depending on the 14-19 partnership and consortium structure)</p>		
<ul style="list-style-type: none"> <li>■ Propositions for employers complete</li> <li>■ Protocols in place for approaching and engaging with employers</li> </ul>		
<p>Develop propositions for employers on how they can support the planning of learning and employer’s participation in learning, in line with consortium’s objectives. For example, being part of the curriculum teams; providing work experience placements that complement the learning in a Diploma line</p> <p>Develop protocols or guidance for working with employers in the areas specified in the propositions. For example, setting expectations for work experience</p>		
<p>Develop propositions for employers informing learners and parents about the Diploma, in line with the consortium’s objectives. For example, presenting at options evenings or giving careers talks</p> <p>Develop protocols or guidance for working with employers in the areas specified in the propositions</p>		
<p>Develop propositions for employers to support the professional development of practitioners. Develop propositions alongside the professional development lead. For example, hosting professional development placements</p> <p>Develop protocols or guidance for working with employers in the areas specified in the propositions</p>		

## Employer engagement timeline – preparing for delivery in 2009 – January to September 2009

	Jan 2009	Feb 2009	Mar 2009	Apr 2009
Managing employer engagement	<p>Regular meetings of employer engagement strategy group or similar (depending on the 14-19 partnership and consortium structures)</p> <p>■ Target employers identified and employer recruitment commenced through an EBPO (in line with 14-19 partnership and consortium protocols)</p> <p><b>Maintain and develop employer relationships</b>, in line with established protocols and using employer propositions</p> <p>Maintain a <b>record</b> of employer engagement</p> <p>Conduct regular <b>progress reviews</b> against the consortium's objectives and iterate the plan</p>			
Planning learning and employer's participation in learning	<p>Detail of <b>each employers' contribution defined</b>, including the expectations of the employer and the consortium ...</p> <p>■ Employers engaged for curriculum development and support</p>			
Informing learners and parents about the Diploma	<p>Employers attend <b>options evenings</b> and give <b>careers talks</b></p>			
Supporting professional development	<p>■ Inside the Workplace core training for Diploma practitioners commences (runs to summer 09). All practitioners will attend one line specific training day, potentially hosted by a local employer</p> <p>Employers host practitioner visits or host the 'Inside the Workplace' training event</p>			

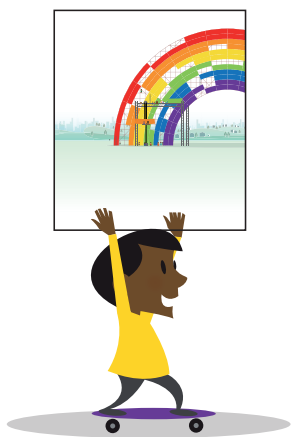


Key: ■ Example milestones □ Example activities ■ Support available (not exhaustive)

May 2009	Jun 2009	Jul 2009	Aug 2009	Sep 2009
Regular meetings of employer engagement strategy group or similar (depending on the 14-19 partnership and consortium structures)				
<b>Maintain and develop employer relationships</b> , in line with established protocols and using employer propositions				
Maintain a <b>record</b> of employer engagement				
Conduct regular <b>progress reviews</b> against the consortium's objectives and iterate the plan				
... and the expected learning outcomes. CRB checks, health and safety checks and visits to the site also carried out		Ongoing work with new and existing employers to define and refine their contributions		
		<ul style="list-style-type: none"> <li>■ Detailed curriculum plan complete including information on employer participation in learning</li> <li>■ Sufficient work experience placements secured, in line with employer engagement objectives</li> </ul>	<ul style="list-style-type: none"> <li>■ Start Diploma teaching and learning, with employers' participation</li> </ul>	
Employers attend <b>options evenings</b> and give <b>careers talks</b>		Review success and develop future plans for engaging employers to inform learners and parents		
Employers host practitioner visits or host the 'Inside the Workplace' training event		Review success and develop future plans for employers supporting professional development		







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