

8 Appendix

Contents

8.1 Skills review	286
8.2 Achievement and attainment tables	288



8 Appendix

8.1 Skills review

Background to the Diploma: the drive to enhance the skills profile of young people

The need for employability and enhanced personal skills

Nationally there is a drive to offer young people greater choice, coherence and quality within the 14–19 phase of education. All young people are entitled to expect excellent provision that:

- ❖ responds to their needs
- ❖ enables them to progress in their learning
- ❖ prepares them for the modern workplace.

The 14–19 curriculum is currently under reform; these developments are set out in the *14–19 Education and Skills Implementation Plan* (DfES, 2005a). This document details how the government aims to implement new sets of 14–19 education and skills curricula and qualifications, and how this will create a system truly built around the needs and aspirations of each young person. The government's aim is to establish 'a system of 14–19 education matching the best anywhere; a system where all young people have opportunities to learn in ways which motivate and stretch them and through hard work qualify themselves for success in life; one where educational opportunity and chances in life do not depend on accident of birth, but are uniformly available to all young people.' (DfES, 2005a, page 4)

The White Paper *14–19 Education and Skills* (DfES, 2005b) set out the policy proposals for changing both qualifications and the curriculum. Shortly after this White Paper was published, a Green Paper, *Youth Matters* (DfES, 2005c), and another White Paper, *Higher Standards, Better Schools for All* (DfES, 2005d), set out how services for young people and the schools system would be reformed to achieve the same ends.

The Leitch Review of Skills

In 2004, the government commissioned Lord Sandy Leitch to undertake an independent review of the UK's long-term needs in relation to the skills of its workforce. The review sought to identify:

- ❖ the UK's optimal skills mix for 2020 to maximise economic growth, productivity and social justice
- ❖ the balance of responsibility for achieving that skills profile
- ❖ the policy framework required to support it.

The final report of the Leitch Review of Skills, *Prosperity for All in the Global Economy – World Class Skills*, was published in December 2006. Much of the thinking behind the Diploma has been clarified by the contents of this important document.

The report sets out a compelling vision for the UK. It shows that the UK must urgently raise achievements at all levels and recommends that it commits to becoming a world leader in skills by 2020. This means doubling attainment at most levels of skill. Responsibility for achieving these ambitions must be shared between government, employers and individuals. Lord Leitch predicts that by 2020 people will need skills at Level 3 in 65 per cent of jobs and so there is an impetus to get young people in training and further education, to ensure the country's economic success in the future (Leitch Review of Skills, 2006).

Learning needs to be engaging and personalised, and this has been addressed by the educational reforms mentioned above, but also employers need to engage with learners at the earliest opportunity through a variety of ways – work experience being one – to raise their aspirations and to support the progression and development of the workforce.

Having read and worked through the materials in this resource, you will have seen the relevance of Lord Leitch's report to the key components of the Diploma and how the Leitch vision has in no small part become the vision of those people committed to making the Diploma a reality.



Improving skills will improve the country's economic performance.

8.2 Achievement and attainment tables

The components of the different levels of Diploma contribute differently to the points awarded to a school or college for the purposes of the achievement and attainment tables (AATs), formerly known as performance or league tables.

Foundation and Higher Diplomas (Levels 1 and 2)

Foundation and Higher Diploma AAT points exclude functional skills and personal, learning and thinking skills, because these are delivered and recognised in achievement and attainment table points through the key stage 4 curriculum.

This means that for the Foundation Diploma (Table 8.1), the formula for AAT points is derived from 420 of the total 600 guided learning hours published in the Diploma structures and standards document (available on the Qualifications and Curriculum Authority (QCA) website, www.qca.org.uk), since the functional skills and personal, learning and thinking skills comprise 180 guided learning hours at this level.

The AAT points for the Higher Diploma (Table 8.2) are based on 660 of the total 800 guided learning hours (GLH) for the course, since the functional skills and personal, learning and thinking skills comprise 140 guided learning hours at this level.

Foundation Diploma	Number of guided learning hours	Diploma grade and equivalent AAT points		
		B	A	A*
Principal learning	240	57	84	102
Foundation project	60	9.5	14	17
Additional and specialist learning	120	19	28	34
Total	420	85.5	126	153
Comparison with GCSE:		F–G	E	D
5 GCSEs at Level 1 (grades D–G)	415–504	80–110	140	170

Table 8.1: AAT points for the Foundation Diploma.

Higher Diploma	Number of guided learning hours	Diploma grade and equivalent AAT points			
		C	B	A	A*
Principal learning	420	200	230	260	290
Higher project	60	20	23	26	29
Additional and specialist learning	180	80	92	104	116
Total	660	300	345	390	435
Comparison with GCSE:		C	B	A	A*
7 GCSEs at Level 2 (grades A*–C)	595–684	280	322	364	406

Table 8.2: AAT points for the Higher Diploma.

Advanced Diploma (Level 3)

At Level 3, the curriculum context does not already include provision for the delivery of personal, learning and thinking skills, functional skills or applied learning, which are all essential for the achievement of the Advanced Diploma. For Level 3 learners who have not achieved the functional skills or personal, learning and thinking skills, this needs to be included in the curriculum model for achievement.

If not already achieved, functional skills will need to be 'taught' in the early stages of the Diploma and, along with work experience, will require a significant amount of directed time (see Table 8.3 below). Therefore, the functional skills, work experience and personal, learning and thinking skills are included within the AAT point calculations. There are no proxies for functional skills. As already mentioned, the principal source of information on functional skills is the Functional Skills Support Programme, which you can access at www.lsneducation.org.uk/functionalskills



This means that although the published figure of 1080 guided learning hours for the Advanced Diploma is still valid, the AAT points for the qualification are based on 1305 guided learning hours. This takes into account functional skills and work experience, which together come to 225 guided learning hours.

Advanced Diploma	Number of guided learning hours	Diploma grade and equivalent AAT points					
		E	D	C	B	A	A*
Principal learning	540	225	270	315	360	405	450
Extended project	120	45	54	63	72	81	90
Additional and specialist learning	360	150	180	210	240	270	300
Functional skills	135	69	69	69	69	69	69
Personal, learning and thinking skills	60	30	36	42	48	54	60
Work experience	90 [†]	63	63	63	63	63	63
Total	1305	582	672	762	852	942	1032
Comparison with GCE A-level:		E	D	C	B	A	A*
3.5 GCE A-levels A*-E	1200	525	630	735	840	945	1050

Table 8.3: AAT points for the Advanced Diploma.

[†]Note that the number of guided learning hours for work experience has been calculated on the basis of ten eight-hour working days plus ten hours for preparation, reporting and evaluation. Non-school providers will have different ways of timetabling and will incorporate work experience in ways appropriate to them.

Glossary

These definitions are taken from the QCA publication *The Diploma: an overview of the qualification*.

14–19 pathfinders	Partnerships set up to test local collaborative delivery (within existing structures) of 14–19 education and training in a range of settings. Pathfinders have been the key means of identifying and spreading good practice and are informing the national development of 14–19 education and training.
Additional and specialist learning	Qualifications that learners choose to include in their Diploma. Additional and specialist learning must provide high-quality breadth and/or depth of curriculum experience, without duplication of principal learning. It must have a solid evidence-base of progression opportunities for learners who want to move into immediate employment with training, or into full-time further and/or higher education.
Advanced Apprenticeships	A scheme aimed at people aged 16–24, which involves working and training with an employer, and studying for other qualifications with a learning provider. Advanced Apprenticeships lead to a National Vocational Qualification (NVQ) at Level 3, as well as key skills and a Technical Certificate.
Apprenticeships	High-quality work-based training programmes for those who want to develop their future prospect and career. They are open to everyone living in England and not currently in full-time education. Entry requirements are flexible and not dependent on academic qualifications. Practical skills and interest in the chosen area of work are key to successful entry to an apprenticeship programme.
Becta	The government's lead agency for information and communication technology (ICT) in education.
Compensation	The extent to which high performance in one element of an assessment can balance lower performance in another. This idea recognises that it is the learner's overall attainment rather than individual elements that is significant.
Component awarding bodies	The bodies responsible for ensuring that, when a learner has achieved a component of a Diploma, the results are forwarded to the Diploma awarding body to give the learner an overall final grade.
Criminal Records Bureau (CRB)	The Criminal Records Bureau (CRB) conducts criminal record checks on potential employees on behalf of organisations and recruiters throughout England and Wales. The CRB was established under the Police Act 1997 following public concern about the safety of children, young people and vulnerable adults. It was found that the British police forces did not have adequate capability or resources to routinely process and fulfil the large number of criminal record checks requested in a timely fashion, so a dedicated agency was set up to administer this function.
Diploma catalogue	Accessed via the National Database of Accredited Qualifications (NDAQ), the catalogue identifies the combinations of qualifications that are allowed as part of a Diploma package and those that are 'barred' due to the overlap in content.

Education Business Partnerships	These bodies are known by different names in different areas. Also known as education business link services (EBLs) or business in education partnerships (BEPs), Education Business Partnerships seek to establish sustained links between educational institutions and businesses in each area. There is a national umbrella organisation for them: the National Education Business Partnership Network (NEBPN) (www.nebpn.org).
Enterprise capability	The ability to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things, to make reasonable risk/reward assessments and act upon them in one's personal and working life. It can be described as: innovation, risk management, a 'can do' attitude and the drive to make ideas happen.
Excellence in Cities (EiC)	A government programme that ran from 1999 to 2006, aimed at raising the achievements of pupils in deprived urban and rural areas (see www.standards.dfes.gov.uk/sie/eic).
Experiential learning	A process that stresses the central role of experience in learning related to the world of work. Learners reflect on their experience, draw out and articulate lessons learned (generalise), and then apply their learning to new situations or activities. The learner's subjective experience is of critical importance in the learning process.
Foundation Learning Tier	Reforms to provision at Entry and Level 1, known as the Foundation Learning Tier (FLT) will be implemented from September 2008. Clear routes called progression pathways will be available for learners working below Level 2 to enable them to achieve combinations of qualifications at Entry Level and Level 1 that will prepare them for Level 2 and beyond. Progression pathways will transform the learning experience and increase opportunities for these learners. It will also enable progression into the Diploma at the appropriate level.
Gateway 2	The 2007/08 application process carried out by each consortium seeking approval to offer Diplomas in 2009. (Gateway 1 was the 2006/07 application process carried out by each consortium seeking approval to offer Diplomas in 2008.)
Generic learning	Generic learning enables students to develop and apply the skills and knowledge necessary for learning, employment and personal development. The generic learning component of the Diploma is made up of the following constituent parts: <ul style="list-style-type: none"> ❖ functional skills ❖ personal, learning and thinking skills ❖ a project ❖ work experience. Experiential learning, planning and reviewing play a central role in the Diploma.
Guided learning hours	The number of hours of teacher-supervised or teacher-directed study time required to teach the qualification or a unit of the qualification.
Individual learning plan	A way for individual learners to set personal targets and record achievements. Choice and clear, consistent advice and guidance are centrally important.

Information, advice and guidance (IAG)**Information**

Accurate, objective, up-to-date facts and data about personal and lifestyle issues, learning and career opportunities, and progression routes and choices, as well as about where to find further help and advice.

Advice

Activities that help young people to gather, understand and interpret information and apply it to their own situation.

Guidance

Impartial specialist support that helps young people to understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress towards their goals.

Key Stage 4 Engagement Programme

This initiative offers a motivating and engaging route for 14- to 16-year-olds who are finding it difficult to progress within the current curriculum and who may be disaffected and disengaged with the programmes available within school.

Learning Visits Programme

Learning visits are offered by those consortia considered to be advanced in the process of delivering Diplomas. Other consortia can make a learning visit to a consortium to find out how problems with, say, timetable/curriculum modelling, transport and collaboration have been overcome.

Lines of learning

The subject areas/disciplines in which Diplomas are offered.

List 99

Information held under section 142 of the Education Act 2002 (previously, but still widely referred to as, List 99). The database, which is maintained by the DCSF, contains details (such as names and dates of births) of individuals who are banned from working with children in an educational setting.

Multiple intelligences

An educational theory, first developed by Howard Gardner, that describes an array of different kinds of 'intelligences' exhibited by human beings. Gardner suggests that each person manifests varying levels of these different intelligences, and thus has a unique 'cognitive profile'.

National Database of Accredited Qualifications (NDAQ)

Website (www.accreditedqualifications.org.uk) that contains details of all qualifications that are accredited by the qualification regulators in England (Ofqual), Wales (DCELLS) and Northern Ireland (CCEA).

National Qualifications Framework (NQF)

Helps learners make informed decisions on the qualifications they want to pursue, by comparing the 'levels' of different qualifications and identifying clear progression routes to their chosen career.

Principal learning

Principal learning is sector-related, predominantly applied in character and consists of knowledge, understanding, skills and attitudes that support progress through the line of learning into the sectors and subjects concerned. Opportunities to develop and apply generic skills are also integrated into principal learning.

Regional development agencies

Government-sponsored public bodies that aim to improve the quality of life and economic prosperity in the English regions. There are nine agencies in England: East Midlands Development Agency; East of England Development Agency; London Development Agency; One North East; Northwest Regional Development Agency; South West of England Development Agency; South East England Development Agency; Advantage West Midlands; and Yorkshire Forward.

See www.nwda.co.uk/who-we-are/role-of-rdas.aspx

Sector Skills Councils (SSCs)	Employer-led, independent organisations, each covering a specific sector; there are 25 across the UK. Their four key goals are: to reduce skills gaps and shortages; to improve productivity, business and public service performance; to increase opportunities to boost the skills and productivity throughout the sector's workforce; to improve learning supply, including apprenticeships, higher education and national occupational standards.
The September Guarantee	The guarantee that, by the end of September in any year, an offer of a place in learning will be made to all young people completing compulsory education. The guarantee was implemented nationally in 2007 and is being extended to 17-year-olds in 2008 to give those who enrol on one-year or short courses, or who leave the activity they chose when leaving school, further opportunities to engage in learning.
Trident	An organisation that supports young people in preparing for life outside the classroom, through improving employability and enterprise skills. Trident is now a part of the awarding body Edexcel.
Unitary authority	Unitary authorities cover towns or cities that are large enough to be independent of county or regional administration. Examples include Blackburn and Darwen, Swindon and Thurrock.
Universities and Colleges Admission Service (UCAS)	The UK central organisation through which applications are processed for entry to full-time first degrees. Learners who wish to progress to higher education must apply through the UCAS system.
Work experience	Work experience provides opportunities for learning about skills and personal qualities, careers, roles and structures that exist within a workplace or company. Learners gain insights into and experience of personal responsibilities, competencies, key skills and tasks within a workplace. Where well structured, work experience helps young people understand the functions of different people at work and the range of opportunities within a company. It gives insights into the relevance to working life of subjects and raises awareness of enterprise and entrepreneurial activity.
Young Apprenticeships	<p>The Young Apprenticeship programme enables pupils at Key Stage 4 to take vocational qualifications in industry sectors from engineering to health and social care.</p> <p>Young Apprenticeships are provided through partnerships between schools, colleges, training providers and employers. The LSC funds the provision by up to £6,000 for each student for the duration of their Apprenticeship.</p> <p>Pupils undertaking Young Apprenticeships benefit from spending up to two days a week in the workplace with an employer, training provider or college. This is on top of subjects in the core national curriculum, which are protected so that pupils still have access to a balanced curriculum and a broad set of options.</p> <p>The Young Apprenticeship programme will see pupils gaining industry-specific qualifications (such as NVQs) at Level 2. This gives them a platform from which they can progress to post-16 Apprenticeships, if they wish.</p>
Young Enterprise UK	An organisation formed in the early 1960s to assist young people in the development of skills and knowledge required for setting up and running their own businesses. Activities include project work, voluntary work and team building.

Index

Page numbers in **bold** indicate figures, *italics* indicate tables.

14-19 curriculum reform 286
14-19 *Education and Skills*
Implementation Plan (DfES,
2005a) 286
14-19 partnerships 94-5

A

achievement and attainment
tables 288, 288-9, 289
action planning in Gibbs cycle 28
additional learning 8, 116-18,
245-7
Advanced Apprenticeships 8
Advanced Diploma 80, 289, 289
advice 204
See also information, advice and
guidance (IAG)
Aimhigher 231
aims of the Diploma 2
analysis in Gibbs cycle 28
application system 122
applied learning
activities supporting 133
benefits of 185-6
defined 131
and employability 186-88
employer engagement 133-40,
192
enterprise education 189-90
experiential learning 193, **193**, 194
health and safety 190-1
integration in different lines of
learning 166-70
work experience 132-4, 190-1
apprenticeships 7-8
assessment
centre exams officer 81, **81**
collaborative working 110
diagnostic 87
Diploma transcript 81
domain assessors 82, 110
evaluative 88
external
example question 78
information sources for 78
feedback to support 71-2
formative 56, 66-7, 87

grading 80
information, advice and
guidance 64
as integral 55
internal
and collaborative
working 75-6
design of tasks 77
quality control of 76-8, 82
lead assessors 82, 110
for learning
characteristics of 65
cycle **57**
in day-to-day teaching 58
defined 57-8
feedback through marking 61
peer assessment 61
principles of 62-4
questioning 61
research on 59-60
self-assessment 61
of learning
collaborative working 75-6
external 78-9
quality control 76-8
requirements for 75
methods 87-8, 87-8
peer 67-71, 72-4, 88
and personalised learning 281
of projects 85-6
quality assurance of 110
reporting achievement 81-2
self- 64, 67-71, 72-4, 88
summative 55, 62, 88
team teaching 111
understanding of criteria 63-4
units of 80
Award Scheme Development
and Accreditation Network
(ASDAN) 164-5
awarding bodies 107, 108, 110, 116,
120
B
background checks on non-school
mentors 275
Balls, Ed 242

barriers to reflective practice 24-5
barring classification code 117
Becta 112
behaviour management 277
Black, P. 59, 72
Business, Administration and
Finance 150, 166
business mentors 272-4

C

capacity of resources 172-3
career champions 275
careers options
advice from sector
representatives 224-5
labour market information
226-7, **227**
progression routes 220-3
centre exams officers 81, **81**, 101
change management 40
child protection and background
checks on non-school
mentors 275
Children's Plan 263
citizenship
importance of education in 177
incorporation into lines of
learning 177, 178-80
integration of PLTS through 183-
4
and PLTS **181**, 181-4
post-16 agenda 178
pre-16 agenda 178
classroom management 277-8
classroom practice and assessment
for learning 62-3
collaborative working
assessment 110
benefits of 115
checklist for effective
practice 105
and deep support 242
dissemination of
information 216-18
enterprise education 129-30
experiences of 102-3
individual learning plans 254, 262

- information, advice and guidance 228–33
 - joint planning 113–14
 - levels of 97–8
 - management structures 97, **98**, 99
 - for post-16 groups 102
 - and quality assurance 75–6, 125–28
 - transportation of learners 118–20
 - use of technology 111–12
 - See also* consortia; partnerships
 - colleagues, benefits of reflective practice for 23
 - colleges
 - duty concerning information, advice and guidance 206
 - as source of CPD 229
 - communication skills 163–4
 - community links as source of CPD 229
 - component awarding bodies 120
 - composition at each level 12, **13–14**
 - Connexions as source of CPD 231
 - consortia
 - and 14-19 partnerships 94
 - as basis of delivery 4
 - benefits of reflective practice for 23
 - dissemination of information 216–18
 - implementation plans 125
 - individual learning plans 264
 - operation of 96–7
 - See also* collaborative working; partnerships
 - Construction and the Built Environment 148, 179
 - continuing professional development (CPD)
 - benefits of 47–8
 - in giving information, advice and guidance 228–33
 - need for 47
 - as professional requirement 51
 - records of 51
 - types of 49–50
 - and vocational ties 107
 - CPD. *See* continuing professional development (CPD)
 - Creative and Media 148, 179
 - creative thinkers 146, 148–50, 151–2, 168, 169, **181**, 182
 - Criminal Records Bureau (CRB) 275
 - criterion-referenced assessment 87
 - curriculum modelling
 - additional learning 116–18
 - barring classification code 117
 - learner management systems 120–2
 - multi-sites 118–20
 - and personalised learning 116–17
 - specialist learning 116–18
 - transportation of learners 118–20
- D**
- day-to-day assessment 58
 - deeps, the 239–43, **240**
 - deficiency needs 260–1, **261**
 - delivery
 - collaborative working 109–10
 - functional skills 158, **159**
 - partnership basis of 4
 - development of diplomas 5
 - diagnostic assessment 87
 - diaries, learning 71
 - differentiation 280
 - Diploma Aggregation Service 80–1, 121
 - Diploma catalogue 116
 - Diploma support programme 175–6
 - Diploma transcript 81
 - disciplines offered 5
 - diversity 194–5, 209–12
 - domain assessors 82, 110
- E**
- e-learning technologies 111
 - economic well-being and financial capability 198
 - Education Business Partnerships 99, 230
 - effective participators 147–50, 153, 167, 169, 182–3
 - elements at each level 12, **13–14**
 - emotions
 - and assessment 63
 - Gibbs cycle 27
 - employability 186–8
 - employer engagement 133–40, 192
 - employers
 - benefits for 4
 - as mentors 272–4
 - role in development of Diploma 3
 - as source of CPD 229
 - Engineering 148, 179–80
 - English 11, 157, 166, 168, 169
 - enterprise education 129–30, 189–90, 196–8
 - environment, learning
 - different 139
 - safe and equitable 276–80
 - Environmental and Land-based Studies 149, 197
 - equality of access 6, 194–5, 209–13, 262–3
 - evaluation in Gibbs cycle 28
 - evaluative assessment 88
 - Every Child Matters* 124, 262–3
 - exams officer 81, **81**
 - exams officers 101
 - Excellence in Cities (EiC) programme 270
 - experience, deep **240**, 241, 243
 - experiential learning 85, 193, **193**, 194
 - Extended Diploma 6
 - extended project 9, 85
 - external assessment 78
- F**
- feedback
 - to support assessment and development 71–2
 - through marking 61
 - feelings
 - and assessment for learning 63
 - Gibbs cycle 27
 - financial capability 198
 - focus statements 146–7
 - formative assessment 56, 66–7, 87
 - Foundation Diploma 80, 288, 288
 - Foundation Learning Tier 95
 - Foundation project 9, 83–5
 - 14-19 curriculum reform 286
 - 14-19 Education and Skills Implementation Plan* (DfES, 2005a) 286
 - 14-19 partnerships 94–5
 - functional skills 11–12
 - delivery of 158, **159**
 - embedding 159–61
 - English 157
 - as foundation of Diploma **156**
 - Functional Skills Support Programme 12, 101, 156, 159, 170, 264, 289
 - ICT 158
 - importance of 145
 - integration in different lines of learning 166–70
 - mathematics 157–8
 - use of 156–7
 - further education colleges 206

- G**
- Gateway 2 232
 - Gateway process 94
 - generic learning
 - as foundation of Diploma 9
 - integration in different lines of learning 166–70
 - generic prompt questions 70
 - generic skills
 - applied skills 185–95
 - applied to different lines of learning 163–70
 - economic well-being and financial capability 198
 - and employability 186–8
 - enterprise skills 196–8
 - functional skills **156**, 156–61
 - importance of 145
 - personal, learning and thinking skills 146–50, 151–5
 - and personalised learning 281
 - study skills **171**
 - Gibbs cycle **26**, 26–8
 - good practice, sharing 40–6
 - grading 80
 - growth needs 261, **261**
 - guidance 204
 - See also* information, advice and guidance
 - guided learning hours 13, **13–14**, 80, 85
- H**
- Hair and Beauty Studies 149, 168
 - Hargreaves, David 239
 - health and safety 190–1, 276–80
 - hierarchy of needs 260–2, **261**, 267–8
 - Higher Diploma 80, 288, 288
 - Higher project 9, 83–6
 - Hospitality 150, 190
- I**
- IAG specialist providers as source of CPD 231
 - ICT 12, 158, 166, 168, 169
 - impartiality in giving information, advice and guidance 208–9
 - implementation plans 125
 - Increased Flexibility Programme (IFP) 102
 - independent enquirers 146, 148–50, 151, 167, 168, 169, **181**, 181–2
 - independent learners 64
 - individual learning plans
 - collaborative working 254
 - forms for recording **256–60**
 - information contained in 252
 - as key tool for
 - personalisation 127
 - origin of 252
 - ownership by learner 252
 - purpose of 251–2
 - suggested practice 255
 - use in provision of information, advice and guidance 214–15
 - information, advice and guidance (IAG)
 - and assessment 64
 - benefits of 203–4, 204
 - checklist of strategies 214
 - and continuing professional development 228–33
 - and equality and diversity 209–12
 - good practice in 209–12
 - individual learning plans 214–15
 - labour market information 225–7, **227**
 - levels of 204, **204**
 - national requirements for 205–7
 - need for impartiality 208–9
 - for non-careers
 - practitioners 216–17
 - and personalised learning 282
 - principles of 213
 - progression routes 220–3
 - sector representatives 223–4
 - self-evaluation by institutions and consortia 218, **219**
 - sources of 212
 - information sharing skills 163–4
 - Information Technology 149, 180
 - Inside the Black Box* (Black and Wiliam) 61
 - intelligences, multiple 243
 - internal assessment 110
 - and collaborative working 75–6
 - quality control of 76–8, 82
- J**
- joint planning 113–14
- K**
- Key Stage 4 Engagement Programme 165, 237
- L**
- labour market information 226–7, **227**
 - lead assessors 82, 110
 - leadership, deep 242, 243
 - learner management systems 120–2
 - learner response partners 71
 - learners
 - benefits for 3
 - benefits of reflective practice for 23
 - focus on their learning 67
 - hierarchy of needs 267–8
 - independent 64
 - motivation of 63
 - pathways for 7
 - plenaries led by 69–70
 - post-16 102
 - reflective 146, 148–50
 - safeguarding 125–6
 - unique learner numbers (ULNs) 120
 - learning
 - additional 9
 - deep 240–1, 242–3
 - diaries 71
 - in different environments 139
 - environment for 276–80
 - experiential 85
 - focus on process of 62
 - generic 9
 - lines of 5, 5, 148–50
 - mentors 270–2, 271
 - personalised 58
 - principal 9
 - problem-based 33–4
 - ripples approach to 37–40, **39**
 - safe environment for 276–80
 - specialist 9
 - strategies for PLTS 151–3
 - styles of 243–5, 244–5
 - work-related 188–9, 189
 - See also* assessment: of/for learning
 - learning skills. *See* personal, learning and thinking skills
 - Learning Visits Programme 97
 - Leitch Review of Skills 286–7
 - levels 6–7, 12, **13–14**
 - lines of learning 5, 148–50
 - and citizenship education 179–80
 - development opportunities specific to 232
 - generic skills applied to 163–70
 - List 99 275
 - localisation as benefit 3
 - log-books for PLTS 155

M

Management of Information Across Partners (MIAP) 121
 management structures for collaborative working 67–8, 69, 97, **98**, 99
 Manufacturing and Product Design 150, 167
 marking, feedback through 61
 Maslow's hierarchy of needs 260–2, **261**, 267–8
 mathematics 11–12, 157–8, 166, 168, 169
 mentoring
 accessing 45
 benefits of **42**, **269**
 defined 41–2
 difficulties with 45–6
 requirements of mentor and mentee 43
 stages of **44**
 types of 43, 270–3
 Mentoring and Befriending Foundation (MBF) 270
 methods of assessment 87–8
 monitoring progress 265–6
 Moodle virtual learning environment 174–5
 motivation of learners 63
 multi-sites, transport between 118–20
 multiple intelligences 243–4

N

National Database of Accredited Qualifications (NDAQ) 78, 116, 118, 246
 National Qualifications Framework (NQF) 246
 needs, hierarchy of 260–2, **261**, 267–8
 nine gateways model 239, **240**

O

outcome statements 146–7

P

participators, effective 147–50, 153, 167, 169, **181**, 182–3
 partnerships 14–19
 94–5
 as basis of delivery 4
 need for 93–4
 quality assurance across 125–8
 role in development 5
 successful 93–4

See also collaborative working; consortia
 pathways 6
 peer assessment 30, 31, 32, 30–33, 61, 72–4, 88
 peer mentoring 270
 personal, learning and thinking skills 12
 citizenship **181**, 181–4
 economic well-being and financial stability 198
 focus statements 146–7
 groups of qualities 146–7
 importance of 145
 integration of 163–4
 integration of through citizenship work 183–4
 mapped to key skills 165
 outcome statements 146–7
 recording 154–5
 records of 164–5
 personal development planning 35
 personalised learning
 and additional and specialist learning 245–7
 as applicable to all learners 126
 and assessment 58, 281
 classroom management 277–8
 deeps, the 239–243, **240**
 Every Child Matters 262–3
 and generic skills 281
 individual learning plans 127, 252–5, **256–60**, 264
 and the learning environment 276–80
 learning styles 243–5, 244–5
 Maslow's hierarchy of needs 260–2, **261**
 mentoring 269–75
 monitoring progress 265–6
 nine gateways model 239
 physical resource capacity 172–3
 planning
 and assessment for learning 62
 joint 113–14
 plenaries, learner-led 69–70
 PLTS *see* personal, learning and thinking skills
 podcasting 112
 post-16 learners 102, 178–9
 practitioners
 and assessment for learning 63
 benefits of reflective practice for 23
 as mentors 272

skills needed for collaborative working 101, 103–4
 specialist 107
 training for 108
 use of reflective practice by 18–19, **19**, 20
 pre-16 learners 118, 178
 principal learning 9
 problem-based learning 33–4
 problem-solving and raising standards 250–1
 progress, monitoring 265–6
 Progression Diploma 6–7
 progression routes 7, **7**, 220–3
 projects, Foundation, Higher or extended 9, 80, 83–6
 prompt questions 70
 prospective reflection 21–2
 prospectus, online 121–2
 providers of work-based learning 206–7

Q

qualifications landscape **7**, 7–8
 quality assurance
 across partnerships 125–8
 of internal assessment 76–8, 82, 110
 quality standards for information, advice and guidance 203–4
 questioning 61

R

Race, Phil 37
 records of PLTS 154–5, 164–5
 reflection
 in action 21
 compared to reflective practice 18
 prospective 21–2
 retrospective 20–1
 reflective learners/thinkers 146, 148–50, 152, 169, **181**, 183
 reflective practice
 barriers to 24–5
 benefits of 23
 and change management 40
 compared to reflection 18
 defining 17–18
 Gibbs cycle **26**, 26–8
 peer assessment 30, 31, 32, 32–3
 personal development planning 35
 problem-based learning 33–4
 prospective reflection 21–2
 reflection in action 21
 retrospective reflection 20–1

reflective practice – *continued*
 ripples model 37–40, **39**
 self-assessment 30–1, 32
 techniques and models for 37
 transferable teaching 29–30
 use of by practitioners 18–19,
19, 20
See also continuing professional
 development (CPD);
 mentoring
 reform of 14–19 curriculum 286
 regional development agencies 232
 resources
 capacity of 172–3
 online Diploma support
 programme 175–6
 virtual learning environments
 (VLEs) 173–4
 retrospective reflection 20–1
 ripples model of reflective
 practice 37–40, **39**

S

safety 190–1, 276, 279–80
 schools 206
 sector representatives 224–5
 Sector Skills Councils 48, 48, 228
 self-actualisation 261–2
 self-assessment 30–1, 32, 61, 64,
 67–71, 72–4, 88
 self-evaluation by institutions and
 consortia 218, **219**
 self-managers 147, 148–50, 152,
 167, 169, **181**, 183
 September Guarantee 122
 shared teaching
 assessment 110
 delivery approach 109–10
 specialised practitioners 107
 use of technology 111–12

skills
 needed by practitioners 101,
 103–4
 review of 286–7
 Society, Health and
 Development 149, 163–4,
 180
 specialist learning/pathways 9,
 116–18, 173, 245–7
 specialist practitioners 107
 Specialist Schools and Academies
 Trust (SSAT) 107, 239
 staff development 108
 and change management 40
 continuing professional
 development 47–52
 in giving information, advice and
 guidance 228–33
 standardisation 78, 110
 standards, strategies to raise
 248–51
 students. *See* learners
 study skills **171**
 styles of learning 243–5, 244–5
 subject areas offered 5
 summative assessment 55, 62, 88
 support, deep 241–2, 243
 support programme 175–6

T
 teaching strategies for PLTS
 151–3
 team teaching
 assessment 110
 delivery approach 109–10
 specialised practitioners 107
 use of technology 111–2
 team workers 147, 148–50, 152, 168,
 169, **181**, 182
 technology 111–12

thinking skills. *See* personal,
 learning and thinking skills
 thumbs up technique 70
 timetabling 123
See also curriculum modelling
 traffic lights technique 70
 training for practitioners 108
 transcript, Diploma 81–2
 transferable teaching 29–30
 transportation of learners 118–20
 Trident 134

U

unique learner numbers (ULNs) 121
 unitary authorities 94
 Universities and Colleges Admission
 Services (UCAS) 6
 universities as source of CPD 229

V

vetting of non-school mentors 275
 video-conferencing 112
 virtual learning environments
 (VLEs) 111–12, 173–4
 vocational experience 107–8
 volunteer mentoring 275

W

Wiliam, D. 59, 72
 work-based learning providers 206
 work experience 10, 132–4, 190–1,
 193, 194
 work-related learning 188, 189, 193,
 194
Working Inside the Black Box (Black
 and Wiliam) 61

Y

young apprenticeships 7
 Young Enterprise UK 134