



County Durham 14-19 Partnership

Common Timetabling for Diplomas

Briefing Note (March 2008)

Audience: FE Principals, Headteachers of Secondary, Special Schools, the Pupil Referral Unit, and the Sixth Form College, The Work-based Learning Executive, LSC Durham, Local Authority Achievement Services, DASH, 14-19 Partnership

Purpose

This paper sets out common timetabling proposals, which will provide the overarching framework for the delivery of the diploma lines across County Durham by 2013. It seeks the commitment from all providers to apply this framework, as they work towards diploma delivery.

Introduction

The centre piece of the programme for DCSF 14-19 reform is the creation of a new national curriculum and qualifications entitlement. 17 diploma lines at Levels 1-3 are a key component of the qualifications entitlement. A diploma will require young people to develop good basic skills, develop the broader skills employers want, and will form a basis to make further progress in learning. The learning experience within a single diploma line for 14-19 year olds cannot be delivered by an individual school or work-based learning provider working alone, nor could many colleges offer it in full. Therefore, we, in County Durham, must develop a framework, within which schools, colleges and WBL can operate together, to provide opportunities beyond what is possible for providers to offer working in isolation. By offering choice and increased personalisation of the curriculum, we will improve the life chances of our young people.

This proposal needs to be seen within the wider context of the changing landscape of the 11-19 curriculum, alongside the redesigning of Key Stage 3, the introduction of the Foundation Learning Tier, further ways of creating a more personalised curriculum.

Background

County Durham is in the early stages of diploma delivery. Derwentside Engineering Diploma Consortium is currently the only consortium to have passed through the DCSF Diploma Gateway. They will be delivering the engineering diploma at Levels 2 and 3, from September 2008. In order to do this, Tanfield School of Science and Engineering and Derwentside College, have had to make joint decisions about which institution will deliver the various components of the diploma.

Submissions have been made via the DCSF Gateway to extend delivery of the Engineering diploma across the County, and to implement the Land-based & Environment, Construction, Society Health & Development and Creative & Media diplomas (Appendix 5). If successful, delivery will commence in September 2009. We will soon be working with providers to prepare for Gateway 3.

As young people begin to follow diploma lines, they will need to access principal learning, Additional/Specialist learning, functional skills and personal, learning and thinking skills development. In terms of principal learning, young people will, therefore, need to access specialist facilities and expertise in institutions other than their home institution. In many cases, these facilities will be available within the area of the County where they are based. In other cases, appropriate facilities may be in another area.

In order to put in place a County-wide structure to give access for all young people to the 17 diploma lines, an initial proposal, to introduce common timetabling across the County, was made to senior colleagues from schools, FE Colleges and Work-based Learning in January 2008.

The proposals met with considerable support. However, a number of points were raised in relation to:

- the impact on Key Stage 3 timetabling
- the compressing of the remainder of the offer for young people studying diplomas into the remaining three days
- the impact on the offer for young people not studying diplomas
- the possibility of an evolutionary approach
- the capacity of providers offering specialist facilities to deliver within a limited timeframe

It was, therefore, agreed that a cross-sector sub-group would be convened to look more closely at these issues, and refine proposals which they felt would secure access for young people to the 17 lines across the County. Agreement would then be sought from providers in March 2008.

The sub-group met three times in February/March 2008. The group considered a range of timetabling models developed by diploma pathfinders, and areas who will be delivering a number of lines from September 2008. The group also reflected on lessons learned through the Increased Flexibility Programme. The issues raised in January were fully discussed.

The original proposal has been further refined, and now proposes separate models for the delivery of the diploma at Levels 1, 2 and 3.

It is acknowledged that this proposal is about putting in place the overarching framework and further work will be involved at individual cluster/consortium level. It is also proposed, therefore, that a mechanism, is put in place to monitor and evaluate the impact of these changes.

On behalf of Timetabling Sub-group
Margaret Bell
14-19 Partnership

Proposal

1. Key Stage 4 Level 1: Two components of the Generic Learning, the project and the Personal, Learning & Thinking Skills, are embedded within the principal learning and delivered in one day per week over the two year period. Where specialist learning is offered to provide depth of study, this is taught on the other diploma day in Year 11. The principal learning/project/PLTS will need to be delivered on Tuesday or Thursday for Year 10. Individual consortium/consortia will need to agree on this arrangement. Consortia to implement when they begin Level 1 diploma delivery. Providers may wish to consider implementing this model prior to diploma delivery if they are modelling the "Durham diploma" (See Appendix 1 for example of delivery model)
2. Key Stage 4 Level 2: Two full days are required to deliver the principal learning and the additional/specialist learning (ASL) elements of the Level 2 diploma. The components of the Generic Learning, the project and the Personal, Learning & Thinking Skills, are embedded within the principal learning (see Appendix 2). The number of Guided Learning Hours does not make it possible for principal learning and the Additional and Specialist Learning to be delivered on one day

In order to continue to support existing "travel to learn" areas, some of which are across the four "area" boundaries within the County, the two full days for the delivery of the Level 2 principal and additional/specialist learning to be *Tuesday and Thursday for Year 10 students in County Durham, and Wednesdays and Fridays for all Year 11 students, in County Durham.* Individual consortia to implement this as they begin L2 diploma delivery. However, providers may wish to consider implementing this model prior to diploma delivery if they are modelling the "Durham diploma". (See Appendix 2 for example of delivery model)

Where there is expertise in the institution, the young person may only need to visit other providers for a proportion of their diploma. For example, this may mean that they are out of their home institution for one day per week. Where there is little or no expertise in a particular diploma line in an institution, pupils are likely to access the diploma outside the home institution, for the period of 2 days. Delivery of the elements depends on the expertise of the partners, and would need to be negotiated within the individual partnership/consortium

Consortia, and, in particular, those institutions offering principal learning/ASL will need to put in place their own systems to co-ordinate access. For example, an FE College offering the Public Services principal learning may need to liaise with a number of schools, where young people from these schools need to be taught together. Schools may request different volumes of input within this model. Processes need to be developed by institutions to facilitate this

3. Level 3: The principal and the additional/specialist learning elements of the Level 3 diploma to be delivered by the institution with the relevant expertise. As the Level 3 diploma is the equivalent to 3.5 A Levels or an Advanced Apprenticeship, it is envisaged that L3 diploma students will access the specialist learning at the host institution. There will, therefore, be no need to specify days. Enhancement to be encouraged through collaboration

4. A **Diploma Management Group** will monitor the impact of common timetabling. Providers will be represented on this group, as well as the LA Achievement Services, the LSC and the 14-19 Partnership. This group will work with the relevant organisations to broker the implementation of further work to support providers. This to include:
- the signposting of QCA and other diploma guidance to providers as it becomes available
 - tailored support for curriculum planners
 - sharing of best practice, including that related to cross-border provision
 - advice on the post-16 delivery of Level 1 and Level 2 diplomas
 - a Year 9 diploma induction period
 - advice on managing delivery of Foundation Learning Tier

The group to be convened immediately, reporting to the 14-19 Partnership.

This proposal puts in place a single county-wide framework for the delivery of Key Stage 4 Level 2, whilst allowing for some flexibility at Level 1; and allowing L3 to be delivered where there is relevant expertise. However, more detailed planning is required within individual consortia in order to design and co-ordinate the learning programmes themselves. This provides the opportunity to develop progressive, innovative delivery models within and across individual consortia.

Appendix 1 - Example of Level 1 delivery

No expertise in Diploma line at home institution (Shaded = taught in home institution)

Principal Learning (PL) 240 GLH (50% Applied)	Generic Learning (GL) Functional Skills: Eng, Maths, ICT 120 GLH	Additional/Specialist Learning (ASL) 120 GLH
PLTS 60 GLH	Project 60 GLH	

Learning Programme

	Day 1	Day 2	
Year 10	PL + PLTS + Project		
Year 11	PL + PLTS + Project	ASL (specialist)	
Hours	360 hrs = 5 hrs x 36 wks x 2 yrs	120 hrs = 4 hrs x 30 wks	Total = 480 hrs

Assumptions/Notes:

- Functional skills (120 GLH) not taught on diploma days
- Personal, Learning & Thinking Skills has to be embedded in PL
- Project has to be linked to PL
- Work experience timetabled by home institution

B Alternatives/Variations

- Home institution only offers ASL (additional) to offer breadth, and delivers Outcome: Level 1 diploma – students away from home institution one day per week over both years.
- Day 1 and Day 2 in Year 10 to cover PL, PLTS and Project in one year Outcome: Allows staged approach to commence a level 2 diploma in Year 11, including possible ASL at level 2. Adversely affects relationship of specified day for year group, not recommended during pilot phase.

Appendix 2 - Example of Level 2 delivery

No expertise in Diploma line at home institution (Shaded = taught in home institution)

Principal Learning (PL) 420 GLH (50% Applied)	Generic Learning (GL) Functional Skills: Eng, Maths, ICT 80 GLH	Additional/Specialist Learning (ASL) 180 GLH
PLTS 60 GLH	Project 60 GLH	

Learning Programme

	Day 1	Day 2
Year 10	PL + PLTS + Project	PL + PLTS + Project
Year 11	PL + PLTS + Project	ASL (specialist)
Hours	360 hrs = 5 hrs x 36 wks x 2 yrs	360 hrs = 5 hrs x 36 wks x 2 yrs

Total = 720 hrs

Assumptions/Notes:

- Functional skills (120 GLH) not taught on diploma days
- PLTS has to be embedded in PL
- Project has to be linked to PL
- Work experience timetabled by home institution
- Advantage of same day/model as Level 1 – transport.

B Alternatives/Variations

- iii) Home institution only offers ASL (additional) to offer breadth, and delivers Outcome: ASL can be timetabled to suit home institution but recommend that two days away from institution are in Year 10 and one day in Year 11.
- iv) Cover more PL and PLTS in Year 10
Outcome: Project could be completed in Year 11. Model allows for flexibility in covering the three components.

Additional models available in documents listed in Appendix 2

Appendix 3 - Documentation and materials used to prepare proposal:

- “Design for Success. Shaping your Curriculum to incorporate the Diploma” QCA ISBN 1-85838-983-6. Downloadable from the QCA website www.qca.org.uk/diploma . Hard copies in schools
- “Insights into Diploma Pathfinders” downloadable from www.qca.org.uk
- Beyond Expectations Conference 2007: 14-19 The Journey” and “The Diploma” both documents courtesy of Berni Dickinson, 14-19 Work Related Learning Executive Officer, Nottingham City Council www.countydurham14-19.co.uk/
- Draft materials prepared by Howard Mawson and Peter Rasmussen were also used during the course of the discussions
- For further information on Durham diploma, please visit <http://www.countydurham14-19.co.uk/>

Appendix 4 - Membership of Common Timetabling Sub-group

Howard Mawson	Framwellgate School
David Short	Park View Community School
Madelaine Remington	Work-based Learning Executive
Margaret Bell	14-19 Partnership
Julie Rimmer	14-19 Partnership
Sue Smith	Derwentside Engineering Diploma Group
Peter Rasmussen	New College

Appendix 5

Gateway 2 diploma consortia (if successful these institutions will work in clusters to delivery from September 2009)

Possible Diploma delivery from 2009

	Derwentside	Mid Durham			South West Durham			East Durham		
Engineering	Tanfield School, Specialist College of Science and Engineering	Framwellgate School	New College Durham	St. Leonard's RVCA Comprehensive	Bishop Auckland College	South West Durham Training	St. Johns RCVA Comprehensive	East Durham Houghall Community College	St. Bede's Catholic Comprehensive	
	Derwentside College *From 2008*									
Construction		Durham Community Business College		New College				East Durham Houghall Community College	Wellfield Community School	
Society, Health & Development								East Durham Houghall Community College	Shotton Hall School	St. Bede's Catholic Comprehensive
Creative & Media		Belmont School Community and Arts College	Gilesgate Sports and Community College	New College Durham	Bishop Auckland College			East Durham Houghall Community College	Easington	Glendene School and Community Arts College
					Bishop Barrington					
					Greenfield School and Community Arts College					
					King James I Community Arts College					
Environment & Land Based	Gap	Durham Community Business College / Fyndoune Community College	East Durham Houghall Community College	Wolsingham School and Community College	Sedgefield Community College	Windlestone	East Durham Houghall Community College	Glendene School and Community Arts College	Catecote School – Hartlepool	