

## Project Name: 14-19 Diploma and HE alignment

### Amendment History:

Version No.	Date	Reason for Amendment
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### Document Distribution

<b>Name</b>	<b>Location</b>	<b>Responsibility</b>	<b>Action/Information</b>
Stephen Cooke	Worcester	Consultant	Author of project
Debbie Lambert	LLN	Manager of the LLN	
Geoffrey Elliott	UW	Members of the	To approve the
Chris Morecroft	WCT	Steering Group	proposal
Ian Peake	HCT		
Mike Rookes	OU		
Gail Rothnie	UoB		
Liz Davies-Ward	LLN		Project co-author
Bob Parker	LLN		Project co-author
Donna Obrey	LLN	Project Officer for the LLN	To track and monitor project

### Background

This project is necessitated by the transformation of the 14-19 curriculum and the arrival in Higher Education of learners with new qualifications.

By 2013 it is a legal requirement that all learners in England's schools will have access to Diplomas, offered at Levels 1, 2 and 3. These Diplomas are aimed at learners across the whole range of ability and have been designed in partnership with employers to ensure their fitness for purpose in all sectors of employment. At present there are 14 Diploma lines whose content has been identified as follows.

- Construction
- Engineering
- Creative and Media
- Society, Health and Development
- IT
- Business
- Manufacturing
- Hospitality
- Hair and Beauty
- Land Based and Environment
- Public Services

- Retail
- Sport
- Travel and Tourism

Three more Diploma lines, in Science, Humanities and Languages are in the development phase.

The first teaching of Diplomas will commence in September 2008, on a pilot basis. This phase will be followed by increasing levels of delivery allocation made on an annual basis by Department of Children and Families (DCSF)

Key to the effectiveness of Diploma delivery is the concept of delivery partnerships which should include the full range of learning providers for 14-19 year olds, employers and Higher Education.

### **Objectives of the Project**

The principal objectives of the project are to:

Map progression from the Diplomas into Level 4 courses at the University of Worcester (likely areas being:

- Creative and Media
- Society, Health and Development
- IT
- Business
- Land Based and Environment
- Sport

### **Project Approach**

This is a small scale project which will focus specifically on the University of Worcester. The results of this project will be disseminated across the region and has potential to be replicated in other HE establishments.

The consultant will work with the five departments of the University in order to cross reference Level 4 courses and Diploma Level 3 content. This will require:

- A general presentation on Diploma implementation to include rationale, timescale, delivery issues etc;
- An in-depth meeting within each faculty for the cross-referencing exercise;
- Further work to examine the continua of learning between Level 3 programmes and first year curricula.

### **Scope:**

#### **A Key Products from the project**

The key product will be a clear map showing the progression opportunities from the Diplomas to HE opportunities. This map is an essential tool for the:

- Marketing of Diplomas to learners and the parents, a key concern of theirs being progression from the Diploma route;
- Recruitment of learners from vocational courses in to Higher Education;

- Improvement of the learner's experience through the creation of learning continua from Level 3 to Level 4.

Through this process will be developed:

- Higher awareness in HE of the 14-19 agenda;
- Higher awareness in schools of progression into HE;
- Enhanced delivery of the Diplomas through HE links.

### **Out of Scope**

- The project is one which has not yet been undertaken in the West Midlands and will create a model for wider replication through which all learners in the region will have a clear understanding of the progression opportunities into HE;
- Access to Level 4 courses which provide a seamless progression in learning from that learned at Level 3.

### **Constraints**

The consultant will be required to meet with relevant academic staff within the various departments. This might be a time constraint.

### **Initial Project Case**

While there has been a tradition of course linkage and progression between A Levels and Higher Education courses, as yet there is no interface between the new 14-19 curriculum and opportunities at Level 4.

In 2009 Worcestershire learners will be applying for courses at, among other institutions, the University of Worcester, holding the Advanced Diploma rather than the traditional mix of A Levels. For this progression to take place it is essential that:

- the new qualifications are understood by admissions tutors;
- the Diplomas are valued by all HE staff;
- Year 1 course content and delivery style takes account of Diploma content and pedagogy.

### **Benefits of the Project**

Benefits to learners:

- adopting the Diploma route in the knowledge that there are progression opportunities to HE;
- enhanced Diploma experience through link activities with local HE institutions;
- improved achievement in HE through the provision of seamless learning continua;
- improved motivation through undertaking a course with clear career opportunities.

Benefits to HE providers:

- access to committed learners already specialising in specific vocational areas;
- widened participation through the recruitment of vocational learners.

## Key Assumptions

It is assumed that the five faculties at the University of Worcester will agree to participate in the project by allowing the researcher to have access to key members of the faculty to include:

- admissions tutor
- curriculum manager
- a range of course tutors.

## Costs

The cost of this project is £3,000 + VAT

This cost comprises:

7 days consultancy @ £400 per day + £200 expenses.

## How will the project be evaluated?

The project will be evaluated through the quality and quantity of progression agreements between FE and HE partners

## How will the project be sustained?

The project will create a model which can be replicated throughout the region. The project will contribute to the current available literature about the Diplomas across the region which will give parents and young people a wider perspective.

## Initial Risk Log

The following table summarises the risks that have been identified that may prevent the project being completed to the required quality, budget and timescale. The probability and impact of each risk has been graded as low, medium or high to indicate the relative importance attached to each element of risk.

Risks	Probability	Impact	Containment Plan
The university may not wish to be involved in the project	L	H	The project brief may need to be revised
Availability of curriculum staff	L	M	Enough notice to be given to ensure availability

## Project Team

This project will be undertaken by Stephen Cooke, an independent education consultant.

Stephen Cooke holds a BSc from the University of Durham in Anthropology and Sociology, a PGCE from St Paul's College, Cheltenham and an MA from the University of Warwick in Education, Employment and Training.

Stephen has worked in the field of 14-19 curriculum development since 1988 when he had an advisory role within the Herefordshire and Worcestershire TVEI. Prior to that he was a secondary school teacher.

Since 1993 Stephen has been an independent consultant during which time he has acted as a consultant to:

- Local Authorities in England, Wales, France and Germany
- Training and Enterprise Councils/LSCs
- DfES/DCSF
- Careers/Connexions Services
- Individual and consortia of schools and colleges
- HEIs

His work with these organisations has included project development, project management, training, evaluation and research.

Stephen currently manages the Upton and Malvern 14-19 consortium, having previously managed the Redditch and Bromsgrove consortium. His other current contracts include:

- development of IAG provision for Telford and the Wrekin;
- 14-19 consultant for Coventry University and membership of its Advisory Board;
- 14-19 consultant for Groundwork UK (voluntary sector provision).