

Dipping in and Out

Communities of Practise amongst
14- 19 Diploma Practitioners in the
UK

14- 19 Reform: Policy Context

- Responses to post 16 qualifications disarray: Tomlinson (2004)
- **Leitch Skills Report** (2006) “identify the UK’s optimal skills mix in 2020 to maximise economic growth, productivity and social justice, and to consider the policy implications of achieving the level of change required.”
- **White Papers x 3**: 2005 *Education and Skills*; 2006: *Youth Matters* 2009 *IAG Strategy*; *Your Child, Our Schools, Your Future: Building a 21st Century Schools System*
- LA Gateway process launches 2006 (G1), 2007 (G2), 2008 (G3), 2009 (G4)
- Entitlement Agenda 2009 - 13

DCSF Entitlement Agenda

- From 2013, 14-16 year olds will have an entitlement to pursue any of the first 14 Diploma lines of learning, and 16-19 year olds to all 17 Diploma lines. The Diploma entitlement is in addition to the existing National Curriculum and was introduced by the Education and Inspections Act 2006.
- Local authorities and maintained schools will have a duty to secure access to the first 14 Diploma lines for 14-16 year olds. In addition, LAs will have a duty to secure access to all 17 Diploma lines for 16-18 year olds.
- We are not expecting any one institution to offer the Diploma entitlement on its own. Schools, colleges and other providers will build on their strengths and develop Diploma provision in areas in which they already have expertise. They will have the freedom to decide what courses they will provide themselves and which, if any, of these courses they will offer to students on the rolls of other institutions.
- Collaboration will be key; schools, colleges and learning providers will all need to work with Local Authorities to ensure that young people are able to access the Diploma entitlement

Coalition Policy Changes

- **End of 'Entitlement' and 'Pupil Guarantee'**
- **End of Gateway (application) process**
- **White Paper**

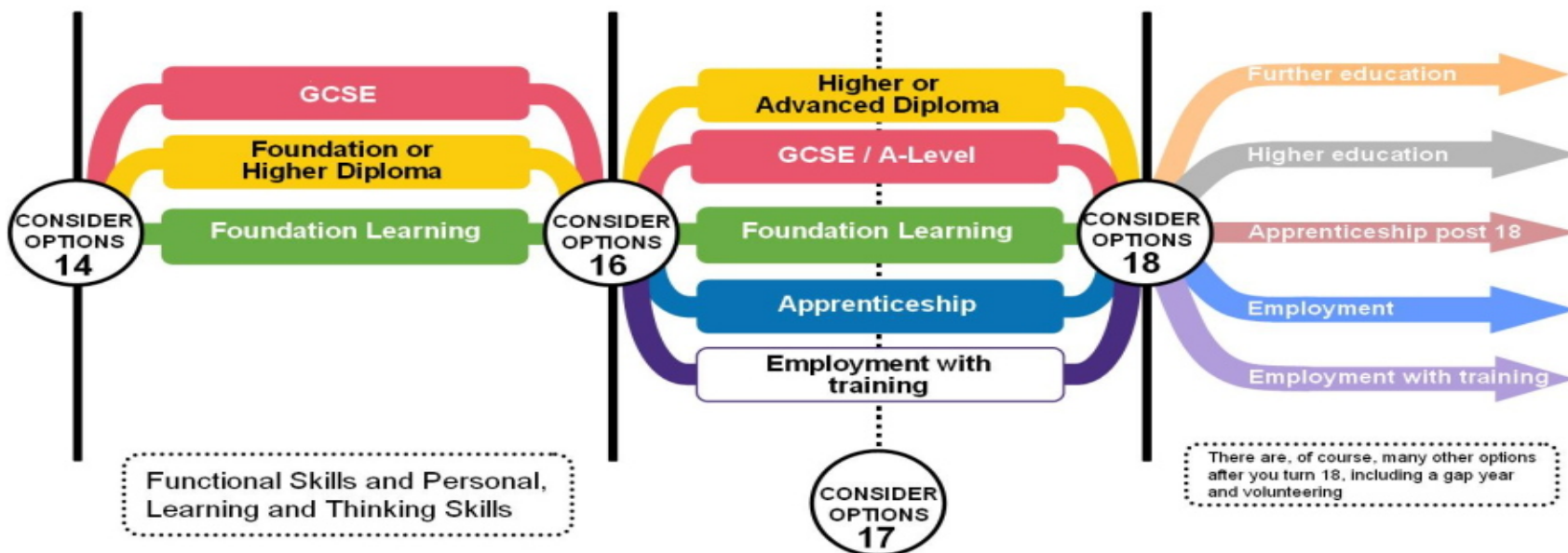
Teacher Training moved back into the classroom (Nov 2011)

Qualification reform – 'back to basics'

- **University Technical Colleges**
- **Woolf review of Vocational Qualifications (reports Spring 2012)**
- **Eskogen review of Foundation Learning**

Four 'Suites' of Learning

Main routes through 14-19 education and training in 2015 and beyond



Functional Skills and Personal, Learning and Thinking Skills

Higher or Advanced Diploma

The Diploma combines theoretical study with practical experience based around a work-related curriculum. It is available at Foundation, Higher and Advanced level (Level 1 - Level 3).

GCSE / A Level

GCSE and A level qualifications are regularly updated to ensure that they remain high quality, relevant and interesting. They can be combined with Diplomas.

Apprenticeship

Apprenticeships allow students to learn at work and gain qualifications. The number and range of Apprenticeships is increasing hugely so 1 in 5 will take this route by 2020.

Foundation Learning

This is for learners not ready for a full level 2 qualification and include a mix of learning to suit the individual.

CONSIDER OPTIONS

Well before the decision points information and advice will be critical to guide young people to make the best choice for them in relation to their prior learning. Some students may change paths at 17 because there are more one year courses available after 16.



For further information, please visit www.dcsf.gov.uk/14-19

'From Here to Entitlement'

Student	Learner
Teacher	Practitioner
School/College	Consortia
Work Experience	Work Based Learning
Lesson	Applied Learning
Curriculum	Project

Diploma Components

Principal Learning	Generic Learning	Additional and Specialist Learning
<p data-bbox="401 629 770 825">Skills, knowledge & understanding central to the chosen Diploma</p> <p data-bbox="436 872 736 1068">Employer and university designed and endorsed</p>	<p data-bbox="832 629 1190 772">Functional skills: English, mathematics, ICT</p> <p data-bbox="823 822 1199 911">Personal, learning and thinking skills</p>	<p data-bbox="1290 629 1590 668">Optional units</p> <p data-bbox="1261 722 1619 865">Can broaden and deepen learning programme</p> <p data-bbox="1257 915 1622 1003">Clear progression pathways</p>
<p data-bbox="542 1200 1479 1243">Work experience (minimum 10 days), Project</p>		

Diploma Levels

- **Level 1** The purpose of the Creative and Media principal learning at level 1 is to provide a basic **introduction** to a range of creative and media sectors, in terms of knowledge of the industry and practical skills central to a range of disciplines. Learners will benefit from an insight into the creative and media industries and the skills required to pursue further study in the line of learning at level 2: **Foundation Diploma** (5 GCSE D-G)
- **Level 2** The purpose of the Diploma in Creative and Media at level 2 is to encourage learners to further **explore** a range of practical skills, and to develop a broad underpinning knowledge. This qualification will provide the tools with which to explore creative ideas, and to develop them from an increasingly informed perspective: **Higher Diploma** (5 GCSE A-C)
- **Level 3** The purpose of the level 3 Diploma is to encourage sophistication of thought and application, as well as a higher degree of critical appraisal. Learners are encouraged to **develop** the intellectual and practical skills which will meet higher education entry requirements, as well as the transferable skills and knowledge that support other progression routes: **Advanced Diploma** (3.5 A'L)

Creative and Media Diploma

- 16 Disciplines
- 4 Themes:
 - **T1 Creativity in Context**
 - **T2 Thinking and Working Creatively**
 - **T3 Principles, Processes and Practice**
 - **T4 Creative Businesses and Enterprise**
- Highest Numbers of Registered Learners
- Supported by Skillset and Creative and Cultural Skills
- High Level Employer Engagement: BBC, Tate Gallery, Channel 4, The Guardian

Professional Development Offer

- SSAT/QIA/LSIS (2006- 10) Specific 3 day training packages (Inside the Diploma; Leading a Line; Inside the Workplace)
- Consortia Advisors – bespoke Training offer for consortia
- NC(SL) – Training for Consortia Leaders
- Functional Skills Training: FSSP
- QCDA: Exams Officers; Domain and Lead Assessors
- CIEA: Accredited Domain and Lead Assessor Training
- Awarding Bodies – specific LOL training across all 3 Diplevels

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TDA Diploma Training Offer

- 3 strands
- Strand 1: Bespoke 14- 19 PGCE courses
- Strand 2: 'Diploma Experience' (3rd placement – extra funding)
- Strand 3: 14- 19 Reform briefing
- Roll out 2008 - 12

Experiences from the Front - Line

- Gateway 1 and 2 Practitioners (2008 and 2009)
sample: 25 of 40 with industry - specific experience
- Drawn from range of consortia – from large inner city to rural shire
- Range of curriculum models
- Employer Engagement brokered by SSCs
- Contracted by specific institutions, working across consortia

Applied Pedagogies

Practitioners report a range of requirements not met by training:

- ◆ project management
- ◆ contract and budget negotiation
- ◆ facilitation
- ◆ supervision;
- ◆ inter- institutional tracking
- ◆ logistics planning

What sort of Professional Learning is required in order to work effectively as a Diploma Practitioner?

- Knowledge Transfer: cross – sector
- Reflective: problem–focussed
- Evaluative- cyclical planning and reflecting
- Leadership- of complex projects; of budgets; of movement of learners; of outcomes
- Domain assessment – inter-disciplinary; process-led

Meeting the Challenges

- Closer inter- agency planning Eg: TDA with NC
- Lobbying by Union bodies to ensure that Pay and Conditions are reviewed in order to support the professional development of the Diploma Practitioner
- HEIs consider accreditation processes in order to ensure that professional development programmes for DPs are accessible by industry professionals through APL: Sunderland model
- On-line mentoring packages developed to ensure collegiality through use of a 'Creative Commons'

Theorising the Blended Professional

- Dedicated appointments –spanning professional and academic domains (Whitchurch, 2004)
- ‘Third Space’ – non –positional authority
- Identity as a ‘project’ involving an individual’s interpretation of their positioning in relation to others (Giddens, 2000)
- Supercomplex conditions with multiple dimensions (Barnett, 2000)
- Communicative action establishing ‘common definitions’ oriented to coming to an understanding with (others)’ as opposed to ‘exerting an influence on others’ (Habermas, 1984)
- Ambiguous working conditions; safe spaces
- Flattened structures – fluid interactions (Bauman, 2001)
- May lead in one setting and be led in another

Creativity and Arts Education

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