



**Bradford** College  
University Centre



# The Supplementary PDF

Congratulations you have the opportunity to gain the “Diploma Experience”. This is an addition to your PGCE Secondary course and will give you essential knowledge and understanding of the Diploma. This will give you more competence should you be involved in the delivery of this qualification thus enhancing your employability. You will be expected to dedicate an additional 2 weeks outside of the normal PGCE course timetable and provide the necessary evidence. In turn you will receive an additional bursary.

You will need to create a supplementary PDF titled ‘The 14-19 Diploma Experience’. This file will need to contain evidence of how you have addressed additional standards. The grid overleaf should be used as an index. Over the year, you should aim to insert evidence against each of these ‘standards’. Some of these standards will be addressed through the specific activities in this booklet, however you will need to be proactive in collating evidence. You should seek advice from your tutors if you feel you need support in addressing any of these additional standards.

# The Additional Experience Standards

Standards	Evidence Source/s	Reference/Location
<p><b>S2a</b> Demonstrate a clear understanding of the 14-19 reform and the National Diplomas</p>		
<p><b>S2b</b> Experience of working with a Diploma tutor in a school, college or work based environment</p>		
<p><b>S2c</b> Lesson observation/s of Diploma teaching with follow up discussions</p>		
<p><b>S2d</b> A relevant industrial/commercial placement, or evidence of previous industrial/commercial experience</p>		
<p><b>S2e</b> Teaching experience in a real or simulated work environment</p>		

Standards	Evidence Source/s	Reference/Location
<b>S2f</b> Observation of (or participation in) consortium Diploma planning sessions		
<b>S2g</b> Teaching experience which includes explicit incorporation of functional skills and/or personal learning and thinking skills		
<b>S2h</b> Shadowing a Diploma teacher		
<b>S2i</b> Shadowing a Diploma learner		
<b>S2j</b> Guided/Simulated assessment of aspects of Diploma learning		
<b>S2k</b> Lectures, seminars and workshops on 14-19 reforms and Diplomas		
<b>S2l</b> Any other relevant evidence		

# The ‘Diploma Experience’ offer will enhance your PGCE training and by the end of this ‘additional experience’ you will:

- have the acquired skills, knowledge and understanding of the 14-19 Diplomas;
- be able to contribute to teaching at Level 2 or above of the appropriate Diploma line.

## **You will also have acquired:**

- experience of assessing work related learning;
- experience of working in a work related environment or simulated environment;
- understanding of the nature and extent of the collaboration necessary for effective 14-19 Diploma delivery, and have demonstrated high level communication skills in a collaborative environment;
- the ability to relate school-based learning to real life experience with a relevant industrial/commercial sector.

## **What you can expect from the University Centre:**

The strand 2 Diploma Experience is in addition to your PGCE secondary course. This will of course require additional time, therefore an extra 2 weeks has been incorporated into the PGCE course to facilitate the experience. Consequently the TDA is giving additional financial support, all trainees who successfully complete the additional experience will receive £300.00. This will be paid at the end of the course.

The university Centre will invite guest speakers, to explain and address some of the concepts, supply supportive materials and support you organising your industrial experience.

## **What we can expect from you:**

You will need to be self motivated and autonomous in creating the evidence required to complete the additional Diploma Experience. You will be expected to complete “trackers” on a regular bases using google docs. This will allow the Diploma Experience manager to over see that you are indeed on track.

To gain a comprehensive experience you will be expected to complete the equivalent to 75 learning hours (2 weeks) this will consist of:

Hrs	Activity	Success Criteria
18	Industrial experience (3 days)	18 hours completed experience in an industrial setting.
12	Occupational currency	To successfully complete an occupational currency evaluation. "Occupational Currency for Practitioners of Diplomas" Short Course provided by <a href="http://www.canterbury.ac.uk/education/ocpd">www.canterbury.ac.uk/education/ocpd</a>
7	Attend lectures in college	All twilight session to be attended 24/09/09 4-6pm "The 14-19 briefing" 02/10/09 4-5pm "The Work Experience" 08/10/09 4-6pm "Funky Skills" 14/01/10 4-6pm "Diploma Assessment"
6	14-19 Reform and Diploma Research	Create a presentation for pupils' parents re why a 14-19 reform was needed, what the Diploma is and who it is for.
6	Contribute to planning and creating schemes of work	To have contributed to a, or part of a, SOW for your chosen Diploma Line. Observation of (or participation in) consortium Diploma planning sessions
6	Experience functional skills	To experience teaching functional skills or to have completed functional skills to obtain a deeper understanding of the skills needed. To attend the Funky Skills lecture.
6	Shadowing a Diploma teacher	To organise shadowing of Diploma teachers within your consortium. To have completed the related focus task.
6	Shadowing a Diploma learner	To organise shadowing of diploma learner within your consortium. To have completed the related focus task.
8	Assessing Diploma work	To attend the Diploma Assessment twilight session. To sample mark part of a Diploma module.
75		

# The Industrial Experience S2d

To fully understand the vocational element of the National Diploma it is important that you experience how the skills learnt can be used in the workplace. It is therefore expected that you complete 18 hours or 3 days work experience.

The Bradford Education Business Partnership (Bradford EBP) will support you and help find suitable placements with various partnership businesses. They will be coming to the twilight session on the 2<sup>nd</sup> of October to elaborate on how the partnership works.

The nature of your PGCE course means that it is difficult to allocate any specific 3 days. Your PGCE dictates that you need to spend 120 days in schools, so it is vital that you **do not arrange work experience whilst on school placement**. You will be able to use the school holidays, evenings and weekends and the days do not necessarily need to be consecutive.

Whilst on work experience you are expected to behave in a professional manner. You will also be expected to inform the business about the current qualifications available, specifically the new Diplomas and what benefits this means to the employer.

It is essential that you consider your current occupational currency and complete the self analysis for required development in the next section prior to your industrial experience in order to gain maximum benefit.

# Occupational Currency S2d

“Occupational Currency for Practitioners of Diplomas” Short Course provided by [www.canterbury.ac.uk/education/ocpd](http://www.canterbury.ac.uk/education/ocpd)

Canterbury Christ Church University, in association with LLUK, TDA and the Learning and Skills Improvement Service (LSIS), are providing a free distance learning short course focusing on Occupational Currency CPD for Diploma deliverers. The online course will focus on maintaining, developing and applying occupational currency and on equipping participants with skills and strategies to continue with their occupational updating in the context of Diploma delivery.

You are expected to enrol and complete the recommended short course.

## Identifying required development

This activity requires you to undertake a self-analysis to identify the particular aspects of the line of learning where you need to develop and/or maintain occupational currency.

This self-analysis will help you to:

- identify any gaps in your current occupational currency
- identify activities that you could undertake to maintain and/or develop your occupational currency.

## Introduction

Occupational currency is up-to-date knowledge of practice in the industry or sector relating to your Diploma subject. It is important for all practitioners to develop and maintain occupational currency as so much of Diploma learning is directly related to innovations within the various sectors.

## What to do

1. Access QCA curriculum guidance ([www.qca.org.uk/qca\\_13473.aspx](http://www.qca.org.uk/qca_13473.aspx)) for a particular level of your Diploma, and read through the principal learning unit specification from your awarding body for a chosen level.
2. While reading through the curriculum guidance and/or the awarding body specification, **highlight or note down any aspects** of the line of learning that you do not feel confident with, in terms of occupational currency, eg areas of new technology or procedures/practices that you are not familiar with.
3. **Review this list** as you transfer it to the following table. You may need to break down particular aspects to clarify exactly what it is that you do not feel confident about (see the example provided for a particular line of learning; it may help to look at this before beginning your own analysis).
4. Using a mixture of research techniques, such as your knowledge/experience of local employers, advice from colleagues, and information from the internet/yellow pages, complete the second column of the table. **Establish possible ways** to obtain the development required to confirm confidence in occupational currency for the aspects you identified in column 1.
5. Once you have completed the first 2 columns, review the information and prioritise your needs in order to develop and maintain your occupational currency. It would be useful to discuss this list of priorities with other consortium members, consortium management and your mentor, to establish if others have similar needs and how your individual needs will be met.
6. When you have completed your required development identify in column 3 the evidence. This could be notes taken at a meeting, a photograph of you undertaking task or a written reflection of what you did.

# Self-analysis for developing and/or maintaining occupational currency

<b>Name</b>			
<b>Line of learning</b>		<b>Level</b>	

<b>Identifying needs</b> (Aspects of my line of learning where I need to develop and/or maintain my occupational currency)	<b>Meeting these needs</b> (Possible activities)	<b>Location of Evidence</b>
a.		
b.		
c.		
d.		
e.		

Continue with this table as required.

Establish your order of priority, eg b then d and a, then c...

See example completed overleaf.

## Example

<b>Name</b>	S. Smith		
<b>Line of learning</b>	Society, Health and Development	<b>Level</b>	Higher

### Completed self-analysis for developing and/or maintaining occupational currency

<b>Identifying needs</b> (Aspects of my line of learning where I need to develop and/or maintain my occupational currency)	<b>Meeting these needs</b> (Possible activities)	<b>Location of evidence</b>
a. Community justice sector: function and structure	Research on website: <a href="http://www.cjsonline.gov.uk">www.cjsonline.gov.uk</a> Arrange meeting with police community support officer	DEF (Diploma Experience File) Section 3 page 5
a. Range of penalties as an alternative to court	Arrange to spend some time with member of youth offending team	DEF (Diploma Experience File) Section 3 page 7
b. Range of healthcare practitioners: healthcare scientists	Arrange a visit to local PCT to meet with cardiology technicians	DEF (Diploma Experience File) Section 3 page 6
c. NHS improvement plan	Website research and reading time	DEF (Diploma Experience File) Section 3 page 9

Priority order: a, b and c, then d and e.

## Next steps

Once you have developed occupational currency for particular topic areas, consider ways that you might maintain this currency, for example subscribing to a sector magazine, making use of a business mentor etc.

## Useful Links

Creative and Media [www.skillset.org](http://www.skillset.org)

Hair and Beauty Studies [www.habia.org](http://www.habia.org)

Construction and the Built Environment [www.cbdiploma.co.uk](http://www.cbdiploma.co.uk)

Manufacturing and Product Design [www.manufacturingdiploma.co.uk](http://www.manufacturingdiploma.co.uk)

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

Society, Health and Development <http://diploma.skillsforhealth.org.uk/>

Hospitality [www.people1st.co.uk](http://www.people1st.co.uk)

Business, Administration and Finance [www.baf-diploma.org.uk](http://www.baf-diploma.org.uk)

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

Environmental and Land-based Studies [www.diplomaelbs.co.uk](http://www.diplomaelbs.co.uk)

The NEBPN is the umbrella organisation and national voice for 126 Education Business Partnerships working in the 11 regions. Education Business Partnerships may be able to support practitioners to develop and maintain their occupational currency through the organisation of work shadowing opportunities.

[www.nebpn.org/aboutus.htm](http://www.nebpn.org/aboutus.htm)

Interactive resources on how to improve teaching and learning materials. Includes CPD activities and downloadable example lesson plans.

<http://teachingandlearning.qia.org.uk/teachingandlearning/downloads/QuickFind.aspx>

**Engaging employers** is just one of the bespoke training modules which the Diploma support programme can deliver to your consortium. See the Bespoke training page of the website for more information and a booking form.

[www.diploma-support.org/trainingandsupport/bespoke](http://www.diploma-support.org/trainingandsupport/bespoke)

The Diploma support programme offers a wide range of professional development training and support to help you prepare for Diploma delivery. See the Training and support section of the website.

[www.diploma-support.org/trainingandsupport](http://www.diploma-support.org/trainingandsupport)

# Attending Lectures in College S2k

It is very important that you attend all lectures related to the Diploma additional experience. Those who do not attend will not be entitled to the additional bursary associated with this work.

The lectures will mainly be held during twilight sessions to be held in college from 4 o'clock onwards, please be ready for a prompt start.

## **21/09/09 4-5pm “The Work Experience” (S2d)**

Lyndsay Johnson from the Bradford Education Business Partnership (Bradford EBP) will be coming to tell you; about how the partnership works, how they can support you with your work experience, what you can expect from them and what they will expect from you.

<http://www.educationbradford.com/!+School+Support+Services/Bradford+Education+Business+Partnership.htm>

## **24/09/09 4-6pm “The 14-19 briefing” (S2a)**

The Diploma Support Team will be outlining the 14-19 reform and why there is a need for the new National Diploma.

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

## **08/10/09 4-6pm “Funky Skills” (S2g)**

Karen Stansfield will be outlining what functional skills are and their purpose.

[www.qca.org.uk/functionalskills](http://www.qca.org.uk/functionalskills)

## **14/01/10 4-6pm “Diploma Assessment” (S2j)**

This session will focus on Assessment, how it works within the Diploma, what the differences exist between other qualifications and the Diploma and the different methods that can be incorporated.

# 14-19 Reform and Diploma Research S2a

In most secondary schools an options event is held for all students and parents of year 9 to assist them in their choices for their level 2 qualifications.

Your task is to produce a presentation to inform and explain to parents of:

- the most recent 14-19 reforms, specifically in Diploma development
- the scope and range of the 14-19 Diplomas. You will be expected to include:

1. What is the 14-19 reform
2. The structure and educational weighting of the Diplomas (at three levels)
3. A description of the terms: 'Functional skills' and 'Extended Project'
4. Subject routes and roll out information.
5. How these subject routes link to existing Secondary PGCE subjects

- To demonstrate career routes and pathways that are available to 14-19 year olds

How you evidence this task is up to you. You could create a powerpoint presentation, (you will need to add notes to support the presentation content). You may decide to create an information booklet or even a website. Which ever you choose it must demonstrate a clear understanding of the 14-19 reform and the nature and extent of the National Diplomas.

## Contribute to planning and creating schemes of work S2b

You need to observe and, where possible, participate in consortium planning sessions. For this you will need to know which schools are in your consortium, when their meetings are and which unit is currently being delivered at which school.

**Use this opportunity to create a lesson plan for a Diploma lesson.**

## Experience functional skills S2g

The new functional English, ICT and Mathematics qualifications will be introduced nationally across schools, colleges, work-based learning and adult learning providers for teaching from September 2010. This provision will focus on the skills, knowledge, and understanding that everybody needs in order to progress and succeed in learning, in employment, and in life.

It is therefore very important that you be involved with the delivery of functional skills in school wherever possible. This could mean observing, participating, planning and creating resources in a maths, English or ICT lesson which is incorporating functional skills.

**Describe what functional skills are and why they have been introduced (you can use your notes from the twilight session).**

**Write an evaluation of your experience, identify what went well and what you would do differently in the future.**

### Useful Links

The Qualifications and Curriculum Development Agency. Their role is to develop the curriculum, improve and deliver assessments, and review and reform qualifications.

[www.qcda.gov.uk/](http://www.qcda.gov.uk/)

[www.qca.org.uk/functionalskills](http://www.qca.org.uk/functionalskills)

## Shadowing a Diploma teacher S2b S2c S2h

It is important to experience the day in the life of a Diploma teacher. Are the lessons the same time length as other qualifications? Are they held in the same school? Does the teacher get extra planning time? Do they need to make all their own resources? How does a Diploma lesson differ from any other lesson? These are just a few questions that you might consider whilst shadowing a Diploma teacher.

**Record a short reflection of your experience, not more than 500 words**

## Shadowing a Diploma learner S2c S2i

Often a Diploma lesson is longer than the average lesson, what impact does this have on the learner? Is the style of learning different from other subject lessons you have observed on your teaching practice?

**Record a short reflection of your experience, not more than 500 words.**

# Assessing Diploma work S2j

It is important that you firstly understand what, who, how and why. This activity helps to clarify the internal assessment procedures for effective delivery of your Diploma.

Completing this activity will enable you to:

- confirm your understanding of internal assessment requirements
- clarify roles and responsibilities in relation to Quality Assurance
- work collaboratively to create a consortium action plan, ensuring robust shared working practices are in place for internal assessment.

## You need to

Get a copy of the **NAA guide: Delivering the Diploma - A guide to managing internal assessment:**

[www.naa.org.uk/libraryAssets/media/naa\\_diploma\\_guide.pdf](http://www.naa.org.uk/libraryAssets/media/naa_diploma_guide.pdf)

Using this guide and your own knowledge of your consortium, try to answer the questions below. You may need to communicate with your consortium partners to answer some of the questions.

Note down any comments or questions so these can be discussed with consortium members.

# Internal Assessment Checklist

<b>Consortium name:</b>	
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Question/task	Answer and comments	Suggested actions What? By when? By whom?
<p><b>1.</b> List the members of the consortium management team and/or the consortium lead.</p>		
<p><b>2.</b> Who has been designated as the lead assessor? What is their current role? (For further information on this role, refer to the NAA guide.)</p>		
<p><b>3.</b> Who has been designated as the domain assessor? How will you and your colleagues work with this person? (For further information on this role, refer to the NAA guide.)</p>		
<p><b>4.</b> Is the centre you work in approved to deliver all the units/qualifications that you are delivering as part of the Diploma (including any additional or specialist qualifications)? Do you have the evidence to confirm this?</p>		

<p><b>5.</b> Are all the consortium partners approved to deliver the units/ qualifications that they have taken responsibility for? How do you know?</p>		
<p><b>6.</b> Which are the only two components of the Diploma that contribute to the final Diploma grade?</p>		
<p><b>7.</b> What procedures or processes have been put in place within your consortium for the internal verification of assessments? How has everyone been informed about these procedures?</p>		
<p><b>8.</b> Are you clear about the assessment requirements for the particular components of the Diploma you will be delivering? Who within your consortium will be providing you with support on this issue?</p>		
<p><b>9.</b> How has your consortium ensured that all practitioners have a good understanding of the standards that awarding bodies apply through external moderation?</p>		
<p><b>10.</b> What tracking procedures are in place to ensure learners' achievements are recorded consistently across the consortium?</p>		

**You must now experience marking part of the Diploma, it does not need to need to be a whole unit of work. For your evidence a copy of the mark sheet will be acceptable.**

## Useful Links

The Diploma page of the National Assessment Agency (NAA) website.

[www.naa.org.uk/naa\\_17825.aspx](http://www.naa.org.uk/naa_17825.aspx)

It is the responsibility of the NAA to support the secure delivery of the public exam system and to develop and deliver high-quality national curriculum assessments. The NAA is one of the national support partners in professional development for the Diplomas.

This guide, produced by the NAA, describes how a centre and the consortium to which it belongs can ensure that internal assessment is effectively managed, thus ensuring the appropriate standards for learners' work are achieved and maintained.

[www.naa.org.uk/libraryAssets/media/naa\\_diploma\\_guide.pdf](http://www.naa.org.uk/libraryAssets/media/naa_diploma_guide.pdf)

A summary of current thinking and video clips to see assessment for learning in action.

<http://migrationstaging.bdpmedia.com/tlp/xcurricula/el/assessmentforle/index.html>

A card activity to stimulate discussion on 10 approaches to pedagogy. Includes a CPD guidance booklet.

<http://migrationstaging.bdpmedia.com/tlp/pedagogy/talkinteachingt/index.html>

'Gold Dust' resources, primarily aimed at trainee teachers; these are also useful for CPD activities for experienced professionals.

<http://excellence.qia.org.uk/GoldDust/assessment/assessment.html>