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Dear colleagues

INTEGRATING 14-19 DIPLOMAS INTO INITIAL TEACHER TRAINING

I wrote to you on 18 January 2008 to advise you of your institution's initial teacher training new entrant place (ITT place) allocations for 2008/09, 2009/10 and 2010/11.

This letter provides additional information about the role secondary initial teacher training (ITT) providers will play in preparing new secondary trainee teachers for the new 14-19 Diplomas which will start being taught in schools from 2008/09 onwards. It also provides specific details of how the TDA has allocated the additional secondary places it has been given for the new 14-19 Diplomas.

The TDA approach to integrating training for 14-19 Diplomas into ITT.

The TDA intends to work with the secondary ITT sector to ensure that there is adequate scope and capacity within secondary ITT to cover all Diploma lines by 2010/11.

To ensure that this is possible, secondary providers are encouraged to consider how they might start addressing ITT specifically for phase 3 Diploma lines, which are:

- Public Services
- Sport and Leisure
- Retail
- Travel and Tourism

The TDA strategy, or approach, to integrating 14-19 Diplomas into secondary ITT over the period 2008/09 to 2010/11 comprises of three strands, operating at three levels. The note attached at Annex A to this letter provides more detailed information about the TDA approach and about the support, including funding, that the TDA will make available to secondary providers to support the integration process.

Strand 1 (level 1). The core offer for all secondary trainee teachers training to teach at key stage 4 or post-16

From 2007 all secondary trainee teachers training to teach at key stage 4 or post-16 have been required, in order to meet all of the standards for the award of qualified teacher status (QTS standards) and to be recommended for the award of QTS to demonstrate an appropriate level and range of knowledge and understanding of the new 14-19 Diplomas.

The note attached at Annex A to this letter sets out in more detail what this means for secondary trainee teachers and for secondary ITT providers and the support, including supplementary funding, that the TDA will give to secondary ITT providers. Secondary ITT providers will receive further information about support for Diplomas via TDA News and the teacher training resource bank (www.ttrb.ac.uk).

Strand 2 (level 2). The additional "14-19 Diploma experience" offer for some secondary trainee teachers

For 2008/09 and 2009/10, the TDA will provide some secondary providers with the opportunity to offer an additional "14-19 Diploma experience" to some of their secondary trainee teachers they are training to teach at key stage 4 and/or post-16.

An additional "14-19 Diploma experience" goes beyond the core offer. The note attached at Annex A sets out in more detail what is meant by an "additional 14-19 Diploma experience" and the support that the TDA will be giving to secondary providers offering this additional experience.

The number of secondary trainee teachers that would be able to benefit from receiving the additional "14-19 Diploma experience" will depend in part on funding availability, in part on interest from secondary in offering the additional "14-19 Diploma experience" to potential secondary trainee teachers and in part on the interest of potential secondary trainee teachers to take up this additional training opportunity.

The TDA will be making funding available to secondary providers that offer the additional "14-19 Diploma experience" at the rate of up to £1,000 per each eligible secondary trainee teacher receiving the additional experience within allocated numbers. The actual rate may vary, depending on the delivery, content and anticipated outcomes. It is expected that the "14-19 Diploma experience" will enable the trainees to contribute to teaching at level 2 or above of the Diploma line(s). On top of that, the TDA will allow such secondary providers, through the existing training bursary arrangements, to pay to eligible secondary postgraduate trainee teachers receiving the additional experience, a supplementary training bursary of £300.

ITT providers (employment based as well as mainstream) interested in offering the additional "14-19 Diploma experience" to secondary trainee teachers in 2008/09 and/or 2009/10 are asked to complete an online bidding form www.tda.gov.uk/jtt diplomas by 30 April 2008. The TDA would intend to announce the outcome of this exercise by 30 May 2008.

In the event that bids exceed available funding, then the TDA will consider how it should prioritise bids. Four priorities will be applied:

- the first is to ensure that, as far as possible, that all secondary trainee teachers training to teach a vocational subject are given the opportunity to receive the additional "14-19 Diploma experience";
- the second is to give priority to bids from secondary providers to offer the additional "14-19 Diploma experience" to secondary trainee teachers training to teach at key stage 4 or post-16 in existing subjects/curriculum areas which most closely align to the first 14-19 Diplomas being introduced, and
- the third priority is to ensure a fair distribution of the additional "14-19 Diploma experiences" by provider and by region whilst having regard to the distribution of existing secondary vocational subject places and the new 14-19 Diploma specific place allocations announced in this letter; and

- the fourth priority is to consider bids from providers which offer “14-19 Diploma experiences” in areas which either lack any significant coverage or are not covered by other provision eg Hair and Beauty.

Strand 3 (level 3). The 14-19 Diploma specialist trainee teacher offer

From 2008/09, the TDA will be allocating to existing secondary providers a small number of 14-19 Diploma specific secondary ITT places. The note attached at Annex A to this letter sets out in more detail what is meant by this offer and the support package, including funding, that the TDA will be making available to secondary providers allocated new 14-19 Diploma specific places from 2008/09 onwards.

As well as allocating new and additional 14-19 Diploma specific places, the TDA will also be asking secondary providers allocated places in existing secondary vocational subjects, to start converting these places into being 14-19 Diploma specific places from 2009/10 onwards. The support package set out in Annex A applies as much to secondary providers being asked to convert existing secondary vocational subject places as it does to secondary providers allocated new 14-19 Diploma specific places.

The note attached at Annex B to this letter provides fuller details of how the new and additional 14-19 Diploma specific places have been allocated and the individual allocations to individual providers. It also sets out the timetable for conversion of existing places in secondary vocational subjects to 14-19 Diploma specific places.

Providers provisionally allocated new and additional 14-19 Diploma specific places are asked to confirm to Richard Groat (email: Richard.groat@tda.gov.uk) by 16 June 2008 whether they intend to take up their allocation. The TDA has maintained a reserve list of allocations and, having regard to the extent to which provisional allocations are not taken up, may make further allocation offers to other providers.

Yours faithfully



Ian Graham
Head of ITT Provider and Market Management

TDA APPROACH TO INTEGRATING TRAINING FOR THE 14-19 DIPLOMAS INTO INITIAL TEACHER TRAINING

- **Introduction**
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- The TDA's remit is to ensure that schools can recruit high quality new teachers who are well prepared for the changing curriculum. This means that we will continue working to ensure that all of those training to teach in secondary schools, in key Stage 4 or post-16, are ready to take on their professional roles in schools as part of a teaching team contributing to Diploma learning.
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- From 2008/09 the TDA will increasingly be working with providers to integrate training for the 14-19 Diplomas into initial teacher training (ITT). There are three main strands to this approach operating at three levels. This note describes in more detail what each of these strands is made up of and the support, including funding, that the TDA will be making available to secondary providers to facilitate the integration of training for the 14-19 Diplomas into ITT.

Strand 1 (level 1). The core offer for all secondary trainee teachers training to teach at key stage 4 or post-16

The Strand 1 offer

From 2007 all secondary trainee teachers training to teach at key stage 4 or post-16 have been required, in order to be meet all of the standards for the award of qualified teacher status (QTS standards) and to be recommended for the award of QTS, to demonstrate an appropriate level and range of knowledge and understanding of the new 14-19 Diplomas.

The ITT requirements, which are a condition of accreditation for all ITT providers, state that providers must ensure that the content, structure, delivery and assessment of training are designed to enable trainee teachers to demonstrate that they have met all of the QTS standards. (R2.1)

The existing standards for ITT most relevant to the new 14-19 Diplomas state that all those recommended for the award of QTS:

- Q11. Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.
- Q14. Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.
- Q15. Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Other standards require that trainee teachers have the skills to work in teams and to engage young people in learning opportunities outside the classroom.

This means that all secondary trainees are expected to know and understand the assessment arrangements for 14-19 Diplomas and the ways in which their subject/curriculum area is represented in the Diploma lines. In practice this means that in order to be recommended for the award of qualified teacher status (QTS), all secondary trainees will need to have:

- knowledge and understanding of the wider 14-19 reforms;
- knowledge and understanding of the scope and range of 14-19 Diplomas;
- demonstrated their ability to prepare, deliver and assess teaching sessions which embed functional skills;
- demonstrated their ability to prepare, deliver and record teaching sessions which support the development of personal, learning and thinking skills;
- sufficient understanding of the careers routes and pathways available to 14-19 year olds to be able to offer relevant information, advice and guidance to learners;
- know how and where their national curriculum subject area fits into the 14-19 Diploma structure

TDA support to secondary ITT providers for delivery of Strand 1

The TDA will work with providers in the following ways to support them in developing high quality, fit for purpose, provision that delivers the core offer for all secondary trainee teachers. In particular:

- the introduction of 14-19 Diplomas will require secondary providers to develop their ITT provision, carry out additional training for tutors and acquire new resources. Therefore we will provide supplementary funding for all secondary providers, calculated pro-rata on trainee numbers, to support them in developing their provision to meet these changes and to help them to become '14-19 Diploma-ready.' The supplementary funding allocations will be announced in May.
- we will work with QCA, awarding bodies and subject associations, using our existing links, to provide targeted training opportunities secondary providers in 2008/09, 2009/10 and 2010/11 as the 14-19 Diploma lines roll out. This will take the form of subject specific training for ITT tutors to ensure that they are aware of the changes and how they need to adapt their key stage 4 and post-16 training;
- we will provide guidance and support via the Teacher Training Resource Bank (www.ttrb.ac.uk), the requirements for ITT guidance and the QTS standards guidance. This will include exemplification and specific case studies to support providers and to give them ready access to materials and good practice so that they can develop their programmes with confidence;
- 14-19 is already a priority for our Partnership Development Schools but we will use our Training School links, and use our relationship with the SSAT to make sure that every ITT provider knows where the best practice is as a resource for best practice within their partnership, and to ensure that trainees have access to high quality training environments;
- our key fieldworkers will focus on 14-19 Diploma learning. Our Provider Link Advisers (PLAs) will make "provider preparation to teach 14-19 Diploma lines of learning" a focus of their regular visits to providers. Our improvement consultants target ITT providers who are offering employment based training to ensure that any provision is of high quality

and that adequate training and support is being provided to the beginner teachers, including the expectations to the equivalent of 60 days of training in the curriculum area.

Strand 2 (level 2). The additional “14-19 Diploma experience” offer

The Strand 2 (level 2) offer

The TDA will be offering some secondary providers the opportunity to give selected trainee teachers an additional “14-19 Diploma experience” in line with the requirement to take account of individual training needs which will enhance their training programme. The model is akin to the existing Primary Modern languages programme, where the TDA pays a premium for a placement in the EU. The training is designed to enable trainees to meet the standards for the award of QTS and goes beyond the core requirement for all trainees. We anticipate that the additional “14-19 Diploma experience” will consist of a specific focus on occupational currency.

Trainees who engage in additional Diploma experience to enhance their training will have acquired skills, knowledge and understanding of the 14-19 Diplomas, which is additional to that received by all secondary trainee teachers as part of the core offer set out in Strand 1. The trainees will be able to contribute to teaching at level 2 or above of the Diploma line(s). In particular, they will have acquired:

- experience of assessing work related learning;
- experience of teaching 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;
- ability to relate school-based learning to real life experience within relevant industrial/commercial sector.

These outcomes may be achieved through a variety of experiences which may include some or all of the following:

- experience of paired teaching of a Diploma in a school, college or work based learning environment;
- lesson observation of Diploma teaching with follow up discussions;
- a relevant industrial or commercial placement (with clearly identified outcomes);
- teaching experience in a real or simulated work related environment;
- observation of (or participation in) consortium Diploma planning sessions;
- teaching experience which includes explicit incorporation of functional skills and/or personal, learning and thinking skills;
- shadowing a Diploma teacher;
- shadowing a Diploma learner;
- moderated (by qualified teacher) assessment of aspects of Diploma learning;
- lectures, seminars or workshops on 14-19 reforms and Diplomas;

- participation in TDA/LLUK pilot occupational currency course.

We expect that secondary providers already offering training in secondary vocational subjects will make this additional experience available to all trainees on such courses. When allocating “additional experience” places the TDA will prioritise bids from these providers for these trainees.

TDA support to secondary ITT providers for delivery of Strand 2

The TDA will:

- run a briefing event in June 2008 to explain the expectations for the additional “14-19 Diploma experience” and set it in context;
- develop guidance for all secondary providers offering additional “14–19 Diploma experience”, setting out clearly what the expectations are;
- develop a ‘good practice’ guide which will give providers confidence and help them to design appropriate and innovative additional training experiences within the context of the wider QTS programme;
- run a seminar / workshop in the summer term of 2008/9 when providers and trainees who have been involved in ‘additional Diploma experience’ to showcase their work to a wider audience of those taking up the scheme in 2009/10
- post the materials and case studies based on ‘additional Diploma experience’ on the ttrb and include them within the guidance on the QTS standards and the guidance on the Requirements for ITT, ensuring that they may be accessed widely;
- work with Ofsted to ensure that there is a clear understanding that any such training is offered as an enhancement to QTS and so that providers are not put in a position of risk. The trainee will be assessed in the main subject only but the additional training may be reflected as part of the trainees’ portfolio of evidence for QTS, in references, and it should be built on in the induction phase;
- monitor a sample of providers offering ‘additional Diploma experience’ to ensure that there is consistency of provision and that it is of high quality. We will do this through our improvement consultants and our PLA team.

Strand 3 (level 3). The 14-19 Diploma specialist trainee teacher offer

The Strand 3 offer

This is made up of two elements

- a small number of new and additional 14-19 Diploma specific places being allocated to existing secondary providers from 2008/09 onwards in three Diplomas. These are creative and media, business administration and finance, and society, health and development;
- the conversion, over the next three-year period, of existing places in secondary vocational subjects into 14-19 Diploma specific places (starting with applied art and design, applied ICT, engineering and health and social in 2009/10).

Fuller details of the arrangements for allocating new and additional 14-19 Diploma specific places and conversion of existing secondary vocational subject places into 14-19 Diploma specific places are set out in Annex B attached to this letter.

TDA support to secondary ITT providers for delivery of Strand 3

The TDA will support this strand of work by

- running a briefing event in May 2008 to explain the expectations for the “14-19 Diploma specific trainee teacher” and set it in context;
- helping providers to identify specific learning needs of individual trainee teachers. Trainee teachers will bring a variety of experiences with them to the training programme therefore we will support providers in needs analysis to identify specified learning needs of individual trainees. The TDA / LLUK has already published an on-line training needs analysis tool entitled ‘Are You Ready?’ specifically for analysing professional development needs for those preparing to teach aspects of the Diplomas. We will keep this material under review to ensure it is suitable for use in the ITT phase;
- if any employment based providers elect to offer training in the Diploma lines they will be required to submit their plans for support and subject training so that the TDA can be assured of the quality of the offer;
- working with key stakeholders to ensure a coherent approach to ITT in training for Diploma subjects. Specifically we will work with Ofsted as the new inspection framework covering ITT in both the QTS and QTLS sectors is introduced. We will keep abreast with parallel developments in the FE and work based learning sector through our work with LLUK to ensure consistency of messages, particularly for those working in PCET in the HE sector. Our links with the SSAT and Specialist Training Schools will be exploited to enhance partnerships and high quality school-based elements of the training. We will work with UCET and NASBITT to ensure that providers are well informed of developments.
- supporting the conversion of secondary vocational subject places by means of a monitoring exercise in 2008/09 and 2009/10 to check that programmes have been developed appropriately to meet the requirements of the new qualification.
- Supporting a provider network. As Diplomas are introduced we will support a provider network. The model will be similar to that used for the providers of applied subjects and those who offer training in community languages. It will offer a context by means of which providers may share effective practice Network Diploma providers building on the Vocational network. It will include face to face events, web resources and the opportunity for exchange practice visits.

For the period 2008/09 to 2010/11, 14-19 Diploma specific places will be placed in the “innovation category”. This means that the provision may be inspected in the context of the new framework. However, the outcome of inspection will not have a bearing on the overall Ofsted grade outcome.

The TDA will also be making available supplementary funding to both secondary providers allocated new and additional 14-19 Diploma specific places as well as to those converting secondary vocational subject places towards costs incurred by those providers in developing the necessary new course materials, designing and validating new courses and in developing the necessary arrangements and infrastructure to support delivery of new course in new subjects.

Employment based ITT providers will also be able to offer from 14-19 Diploma specific places from 2009/10. However, they are requested to allow the TDA sight of proposed training programmes before making firm offers to individual potential trainee teachers, to allow the TDA the opportunity to comment on a proposed programme to ensure is of the right quality and fit for purpose.

NOTE DESCRIBING THE ALLOCATION OF NEW AND ADDITIONAL 14-19 DIPLOMA SPECIFIC PLACES AND THE ARRANGEMENTS FOR CONVERSION OF EXISTING SECONDARY VOCATIONAL SUBJECT PLACES

Allocation of new and additional 14-19 Diploma specific places

The Department for Children, Families and Schools (DCFS) has asked the TDA to recruit and to train by 2010/11 at least 225 newly qualified secondary teachers who trained to teach specifically one of the new 14-19 Diplomas. This is a minimum target and it is in addition to the 1200 vocational subject places which have already been allocated to ITT providers. The expectation is that the actual number of newly qualified secondary teachers trained to teach specifically one of the new 14-19 Diplomas will be much greater having regard to the migration of existing secondary vocational subject places into 14-19 Diploma specific places during the next three-years.

In my earlier letter of 18 January, I advised providers of our intention to allocate the new and additional 14-19 Diploma specific places to existing secondary mainstream providers by the end of March. This note sets out how these places have been allocated.

In the circumstances, we have been able to allocate more than 225 places over the three-year period 2008/09 to 2010/11. Having regard to a range of factors, including some allowance for under-recruitment and slippage in course start dates, the TDA is able to allocate approximately 350 new and additional 14-19 Diploma specific mainstream ITT places over the next three year period. The table at Appendix A to this note shows the allocation of these places by provider and by 14-19 Diploma.

The TDA received bids from secondary mainstream providers for more than 6,000 14-19 Diploma places – against the 350 we have allocated – and, therefore many secondary providers may feel disappointed by the outcome of this exercise.

When allocating these additional places the TDA has prioritised use of them for three main Diplomas and has split the places roughly evenly between three 14-19 Diplomas which are creative and media, society, health and development, and business, administration and finance. It has focussed on a small number of Diplomas, and particularly these three Diplomas, for five main reasons:

- it does not have sufficient scope to allocate to cover all Diplomas adequately and in order to give individual providers sensible and viable cohorts of places it, by necessity, has had to focus on a smaller number of 14-19 Diplomas;
- the three 14-19 Diplomas chosen are amongst the first group of 14-19 Diplomas that will be taught in schools;
- the three 14-19 Diplomas relate most closely to existing subject/ curriculum areas already delivered by secondary providers and it is in these Diplomas where it is most likely that secondary providers will have the greatest capacity and competency to deliver ITT of the highest standard;
- these Diplomas are less well covered by places allocated for existing secondary vocational subjects. The 14-19 IT Diploma would also have been prioritised but for the consideration that there are already very many applied ICT places which we are proposing be converted into 14-19 IT Diploma places from 2009/10 (see below for more details); and
- in the longer term we do not know how popular individual 14-19 Diplomas will be but examination board data shows that in the short to medium term that potential demand

from school students (and therefore for newly qualified teachers) is more likely to be greatest in these three 14-19 Diplomas plus IT.

The other 14-19 Diplomas are not being neglected. The TDA will be asking existing providers of secondary vocational engineering, manufacturing and leisure and tourism places to convert these places into engineering, manufacturing, travel and tourism and sport and leisure 14-19 Diploma places (see below). However, we are not prioritising these 14-19 Diplomas for additional places at this time.

As well as prioritising these three 14-19 Diplomas, it has also been necessary for the TDA to scale down bids from providers for places in these three Diplomas. The TDA has assumed that ITT providers will start training teachers in creative and media, and society, health and development from 2008/09, with providers commencing training teachers in business, administration and finance from 2009/10. On this basis it has not allocated any individual provider more than 30 places across the three-year period 2008/09 to 2010/11 for creative and media or society, health and development (average 10 places a year) or more than 20 places across the two year period 2009/10 to 2010/11 (average 10 places a year) for business, administration and finance. Within this arrangement it has not been possible for any individual provider to be allocated more than 80 new and additional 14-19 Diploma specific places.

In allocating these places, the TDA has had regard to three main criteria. The first of these is the quality of a provider's existing secondary provision. The TDA has only considered bids from providers that are in either category A or B5 for 2008/09.

The second criteria it has had regard to is "coverage". The TDA has sought to maximise regional coverage of each of the three 14-19 Diplomas so that, as far as is possible, as many regions of England have access to newly qualified teachers trained to teach one of these three 14-19 Diplomas. It has also had regard to the existing of secondary vocational subject provision in related subjects (applied art and design, applied business and health and social care) that will be converted. It has given greater priority to bids from providers in regions where there is no existing good quality secondary vocational subject provision in.

The third factor the TDA has had regard to is the evidence of relevant experience and delivery infrastructure (competency and capacity) supplied by providers as part of their original expressions of interest in delivering new 14-19 Diploma specific places.

Although no specific new and additional 14-19 Diploma specific places have been allocated to employment based ITT providers, they will also be able to offer 14-19 Diploma specific places from 2008/09. However, before doing so they will be required to submit their plans for support and subject training to the TDA in advance so that the TDA can be assured of the quality of the offer.

Arrangements for converting existing secondary vocational subject places into new 14-19 Diploma specific places

The TDA signalled to existing providers of secondary vocational subject places last July that it would be encouraging them to migrate, or to convert, these places for use as 14-19 Diploma specific places. This letter and note provides further information about how the conversion process will work and the particular timetable.

The intention is for a phased approach over two years. Places in four of the existing eight secondary vocational subjects (those which relate most closely to the first batch of 14-19 Diplomas which will start to be taught during 2008/09) will be required to convert from 2009/10. These are:

- applied art and design, most logically, to the creative and media Diploma;
- applied ICT to the IT Diploma;
- health and social care to the society, health and development Diploma;
- engineering to the engineering Diploma.

From 2010/11, we would expect providers to convert:

- applied business to migrate to the business, administration and finance Diploma;
- leisure and tourism to either the sport and leisure and/or travel and tourism Diplomas;
- manufacturing to the manufacturing Diploma.

In addition, by 2010/11 the TDA would also expect providers which currently offer applied science to have considered and planned how this subject area will migrate to the Science Diploma in/by 2011/12.

The schedule at Appendix B to this note sets out the current allocations for individual providers against the proposed conversion timetable. For those secondary providers conforming to this timetable, the TDA will make available supplementary funding towards costs incurred by them in developing the necessary course materials, designing and validating new courses and in developing the necessary arrangements and infrastructure to support delivery of the new course. The TDA would also, at the same time, review place number allocations, to ensure that such providers received appropriate place numbers. Providers that do not migrate places from their existing secondary vocational subjects to the new 14-19 Diplomas cannot be guaranteed any allocation of secondary vocational subject places beyond 2010/11.

The same arrangements would also apply to employment based ITT providers in that they would not be expected to use any of their secondary places for applied art and design, applied ICT, engineering and health and social care beyond 2008/09. Similarly, they would not be expected to use any of their places for applied business, applied science, leisure and tourism and manufacturing beyond 2009/10.