



Lifelong Learning Networks

Annual Conference 2009

# Diploma in Creative and Media

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

The Diploma in Creative and Media – The crucial role of HE and LLNs in Diploma development and delivery

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## Background to Diplomas:

Part of the wider 14-19 reforms – *all* 14-19 learners will have a different learning experience

Diplomas aim to:

- Engage more learners up to Level 3 and stretch the brightest students
- Address complaints from HE and employers about the inadequacies of school leavers
- Transform the way young people are prepared for HE

skills   

Biggest reform for forty years

14-19 reforms are radical, they will transform:

- School curriculum
- Assessment methods
- The range of opportunities available
- How young people are prepared for HE

Changes to existing qualifications GCSE and A level as well as new Diploma and Extended Project, extension to staying on age to 18 by 2015

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## HE and Employers agree that they need entrants with:

- Subject knowledge
- Commitment and enthusiasm for chosen course/job
- Ability to learn and work independently
- Ability to link ideas and be innovative
- Specific skills relevant to their chosen degree programme/work role e.g. teamwork, communication
- Literacy and numeracy skills
- Have the potential to succeed in their chosen degree/career

skills   

By 2010 students will arrive in HE with a different learning experience

Colleagues were asked if it would be useful to convene a Creative and Media forum. There was general agreement that this would be welcome.

Colleagues noted the need for HE in the industry, which the Diploma addresses, along with Employer's complaints about learner's employability.



## How does the Diploma meet these needs?

- Relevant subject/sector knowledge from Principal learning and/or Additional Specialist Learning
- Interest in subject encouraged by placing academic knowledge in a practical context – applied learning
- Extended project encourages independent learning and provides experience of working across subject boundaries.
- Generic learning provides a grounding in personal, learning and thinking skills – including team working, creative thinking, independent enquiry, self management, effective participation and reflective learning
- Functional Skills – Literacy/Numeracy/ICT

A brief overview of the design and content of the Diploma was given and colleagues were asked about their experiences to date.

## Overview of structure: Advanced Diploma

### Principal Learning

- Skills and knowledge related to the line of learning
- A combination of academic and practical learning
- Employer / HE designed and endorsed

### Generic Learning

- Functional skills (Level 2 Maths, ICT, English)
- Personal learning and thinking skills
- Work experience (minimum of ten days)
- Extended project

### Additional and Specialist Learning

- Level 3 or Level 4 qualification
- Selected from ASL catalogue
- Opportunities to specialise
- Progression pathways

It was noted that the Additional Specialist Learning (ASL) offering has been limited, with no real choice available in many instances.

In a recent report, OFSTED has given positive feedback, but also noted the ASL should offer a richer mix.

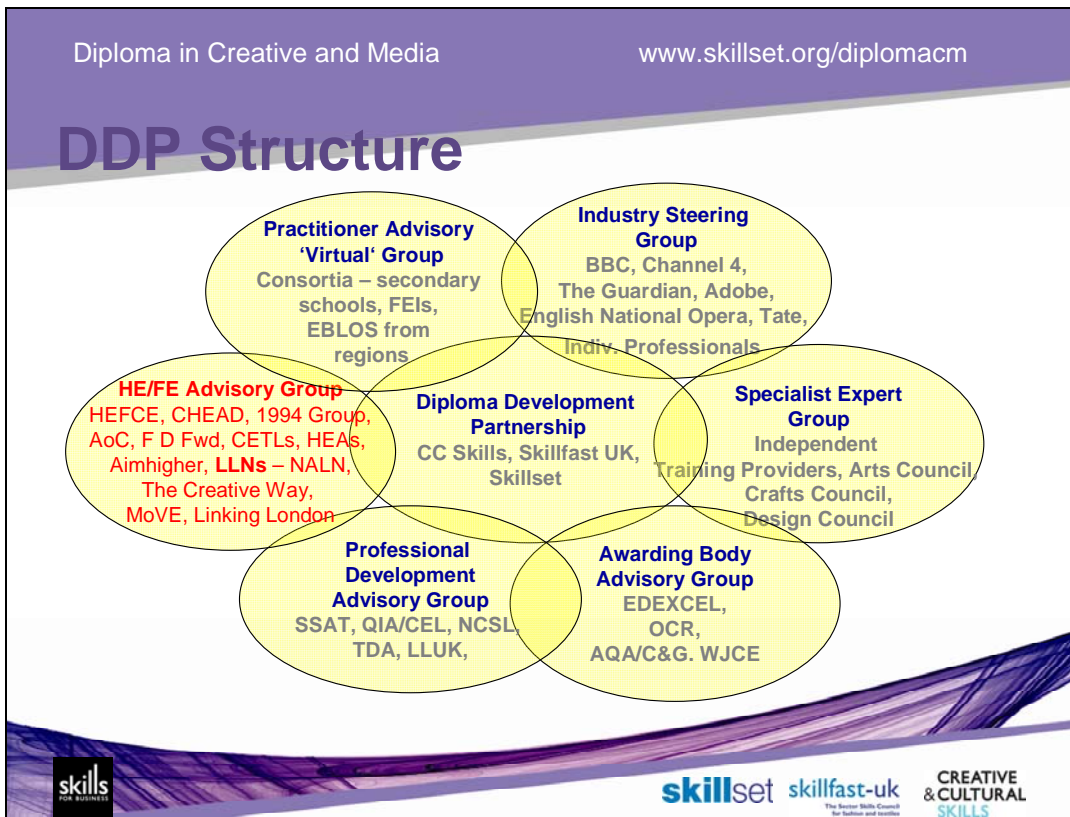
## Implications for HE admissions

- Students will arrive with a different learning experiences and expectations
- Implications for HE approach to teaching and learning
- Need for admissions staff and academic staff to understand the content and approach of the Diploma
- Review of Level 1 HE (and beyond) may be necessary

Colleagues noted that it is vital that the Admissions staff, both centralised and tutors understand the Diploma content and how it will be delivered.

## Implications for HE admissions:

- Need to ensure that HE is connected in with Diploma development and delivery and can influence and support quality
- Need to build understanding and trust between delivery consortia and HE in order to support progression
- Need to focus on real students and support, track and evaluate their experience



Comprehensive DDP membership – includes specialist groups and a diverse community of industry sectors and HE/FE

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## Diploma Development Partnership (DDP) HE Advisory Group

**Aim:** To achieve recognition and currency for the Diploma in Creative and Media, via focus on:

- Admissions and progression
- Development / utilisation of level 4 units to provide bridging and stretch for level 3 learners
- Collaborative delivery with consortia, including sharing of resources
- Support for consortia delivery, including CPD and curriculum design

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## Question, Answer, and Comments Session

It was reported that Goldsmiths had recently facilitated an event, which had proved very popular with students and employers.

There was discussion on the involvement of HEIs and how that had been or could be managed.

It was reported that the UCAS application needs to be clearer and more coherent for Diploma students. It is currently difficult, but UCAS are working on improving the process.

The strong recommendations in the Milburn report (2009) around information, advice, and guidance for learners were noted.