Getting messages to students, parents and employers

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Getting messages to students, parents and employers

- Our role is to inform, explain and inspire
- We observe and interpret provision
- We work with partners to develop provision
- We communicate about what could happen if ….
- We need a strong narrative about particular routes and what value they offer our customers.

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The narrative about diplomas is beginning to form

Icons are beginning to emerge, i.e.

- An academy for Tourism
- Farming in a new form
- Sport, media and creative design are thriving and generating enthusiasm nationally

But it is said it can take up to 15 years for new approaches to bed down?!

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Involving parents

- Plymouth is our beacon, it has a city-wide consortium and a website
- Information booklets on industry specific diplomas have been written
- We run throughout the peninsula parents events in our centres and have stopped the traffic. This year and in future we will feature diplomas

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Involving parents

- Again in Plymouth we work with the parent's support advisers and on the diploma steering group there is a parent partnership representative
- Parents will be invited to the final diploma road show at the University of Plymouth
- This university has developed and is publicising clear progression opportunities from the diploma to degree courses and has been involved in diploma design

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Work with employers

- We facilitate links between employers and where it is possible sector skills groups
- Key local employers are fully engaged in diploma design
- We work very closely again in Plymouth with the Chamber of Commerce and organise events such as business networking lunches whereby the national diploma employer champion can speak directly to employers

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Areas for development in the peninsula

- Personal advisers caution that mostly they have only general information about diplomas
- They hope that they can soon celebrate positive track records
- They are short of consistent information about the student experience
- There is still insufficient information and activity on clear progression routes, and the university position broadly is reserved to date.
- Links to apprenticeships need more work.

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Conclusion

- It remains early days, some early successes are emerging
- Progression routes must be rock solid to convince customers, young people, parents, employers and higher education
- Teachers need to be supported as they work to overcome the practicalities particularly in rural areas
- Will diplomas be the great equaliser – unlikely but they may seriously provide meaningful experiences for many young people who are subject to be uninspired

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Conclusion

- Will they connect with the top and bottom of the ability range – this may be a significant challenge

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