

AoC second 16-19 Study Programme Survey Report

January 2014

1. Introduction

Further to research undertaken in June 2013, the Association of Colleges (AoC) was commissioned by the Department for Education (DfE) to undertake a second research project into 16-19 Study Programme design and implementation. This second project consists of a further survey to gather data on Study Programme implementation and to identify more examples of innovative practice in relation to design and implementation.

Following the survey, AoC will follow up on responses in order to identify examples of good practice for development into a further set of case studies. These will be added to the existing case studies on the AoC website as a resource for colleges planning and delivering 16-19 Study Programmes.

The four key areas covered in the survey, and for which case studies will be developed, include:

- i) Strategic approaches and quality of teaching
- ii) Work experience
- iii) Maths and English
- iv) Employer involvement in qualification activity/delivery

2. Response rate

The survey was distributed to all General Further Education, Sixth Form, Tertiary and Specialist colleges in AoC membership – 339 colleges in total, 96% of the college sector. Of these, 115 colleges responded giving a response rate of 33%. This is a good response rate for a survey of this kind.

Type	Number of responses	Number of Colleges in England	Percent within type
General Further Education College	84	218	39%
Sixth Form College	25	93	27%
Specialist Designated College	3	28	11%
Total Colleges	113	339	33%
Other	2		
Total Responses	115		

Region*	Number of responses	Number of Colleges in England	Percent within region
Eastern region	7	31	23%
East Midlands	7	22	32%
Greater London	12	50	24%
North East	9	20	45%
North West	18	56	32%
South East	22	59	37%
South West	11	28	39%
West Midlands	10	40	25%
Yorkshire and the Humber	16	33	48%
Total	113	339	33%

The Report will be presented using the headings in the survey, as follows:

- Section 1 – General information
- Section 2 – Strategic approaches and quality of teaching
- Section 3 – Maths and English
- Section 4 – Work experience
- Section 5 – Employer engagement is qualification activity/delivery
- Conclusions and recommendations

3. Section 1 General information

i) What was your college's new intake of EFA funded, full-time 16-19 (and 19-24 with a learning difficulty assessment) in September 2013?

The data returned shows that respondents intake of 16-19 (and 19-24 with a LDA) ranges from 13 to 6,500 students, with an average intake of 1,640 students per college.

ii) How many second-year continuing EFA funded full-time 16-19 (and 19-24 with a learning difficulty assessment) students have you got?

Data from respondents shows that numbers of continuing, second year students varies between 36 and 2,860 students with an average of 697 students per college.

So, on average, colleges are delivering Study Programmes to circa 2,340 students in the 2013/14 academic year.

iii) Approximately what percentage of your new full-time 16-19 (and 19-24 with a learning difficulty assessment) intake had not achieved A*-C grade in GCSE maths?

Approximately what percentage of your new full-time 16-19 (and 19-24 with a learning difficulty assessment) intake had not achieved A*-C grade GCSE maths?	Number of responses	Percent
0-10%	11	10%
11%-20%	6	5%
21%-30%	7	6%
31%-40%	14	13%
41%-50%	22	20%
51%-60%	19	17%
61%-70%	19	17%
71%-80%	8	7%
More than 80%	4	4%
Total	110	100%

This table shows that 45% of respondents report that over 50% of their new September intake had not achieved A* - C grade in GCSE mathematics. For 28% of respondents this rises to over 60%, and for 11% of respondents to over 70%, of their new intake of students who have not achieved this benchmark whilst they were at school.

These data are in line with colleges' predicted numbers in the June survey, and with an average intake of 1640 students this highlights the scale of the task facing colleges.

iv) Approximately what percentage of your new full-time 16-19 (and 19-24 with a learning difficulty assessment) intake had not achieved A*-C grade in GCSE English?

Approximately what percentage of your new full-time 16-19 (and 19-24 with a learning difficulty assessment) intake had not achieved A*-C grade GCSE English?	Number of responses	Percent
0-10%	10	9%
11%-20%	10	9%
21%-30%	6	5%
31%-40%	10	9%
41%-50%	28	25%
51%-60%	23	21%
61%-70%	15	14%
71%-80%	6	5%
More than 80%	3	3%
Total	111	100%

This table shows that 43% of respondents report that over 50% of their new intake had not achieved A* - C grade in GCSE English. For 22% of respondents this rises to over 60%, and for 8% to over 70%, of their new intake of students.

This data is higher than colleges predicted in June when only 29% anticipated that more than 50% would not have achieved this benchmark in English.

v) Approximately what percentage of your continuing full-time 16-19 (and 19-24 with a learning difficulty assessment) are studying level 2 maths?

Approximately what percentage of your continuing full-time 16-19 students (and 19-24 with a learning difficulty assessment) are studying Level 2 maths?	Number of responses	Percent
Less than 10%	32	29%
10%-24%	43	39%
25%-49%	24	22%
50% and over	10	9%
Total	109	100%

This table presents a mixed picture of continuing 2nd year students. However, 70% of colleges are delivering Level 2 maths to between 10-50% of their 2nd year cohort of students. So, on average, this will be to between 70 and 350 students.

vi) Approximately what percentage of your continuing full-time 16-19 (and 19-24 with a learning difficulty assessment) are studying level 2 English?

Approximately what percentage of your continuing full-time 16-19 students (and 19-24 with a learning difficulty assessment) are studying Level 2 English?	Number of responses	Percent
Less than 10%	30	27%
10%-24%	43	39%
25%-49%	28	25%
50% and over	10	9%
Total	111	100%

This table shows that the situation is very similar for Level 2 English, for continuing second year students.

vii) On average, how many hours is a full-time 16-19 Study Programme in your college?

On average, how many hours is a full-time 16-19 Study Programme in your College?	Number of responses	Percent
450-539	2	2%
540-599	71	63%
600	12	11%
More than 600	22	19%
Varies across curriculum areas	6	5%
Total	113	100%

Only 2 colleges, 2% of respondents, are making use of the EFA flexibility for 2013 and allocating fewer than 540 hours to Study Programme for students this year. The majority, 63%, are delivering between 540-599 hours; 30% are delivering 600 hours with 19% delivering in excess of the 600 funded hours.

Comments received from respondents suggest that Study Programmes that include AS Levels and large vocational qualifications, such as those in health and social care and early years which have mandatory work experience, are those where over 600

hours are delivered. Study Programmes for A2 qualifications are likely to be allocated fewer hours.

viii) Do you have any part-time 16-19 students on Study Programmes?

67% of respondents report having part-time 16-19 year olds on Study Programmes.

ix) If yes, on average, how many hours is a part-time 16-19 Study Programme?

If 'Yes', on average, how many hours is a part-time 16-19 Study Programme in your College?	Number of responses	Percent
Up to 279	26	34%
280-359	12	16%
360-449	22	29%
Varies across curriculum areas	16	21%
Total	76	100%

The hours on part-time Study Programmes vary across the part-time bands and between curriculum areas.

Comments suggest that part-time study programmes are delivered in the following circumstances: on programmes to re-engage young people who are Neet; some programmes for students with the most complex needs; Princes Trust programmes; Traineeships, and some Foundation programmes that have a roll-on, roll-off delivery model.

4. Section 2 Strategic approaches and quality of teaching

i) Have you (a) significantly changed your curriculum offer as a result of the flexibilities afforded by changes to funding and the introduction of 16-19 Study Programmes or, (b) is your curriculum offer largely the same but delivered within Study Programme hours?

Have you (a) significantly changed your curriculum offer as a result of the flexibilities afforded by changes to funding and introduction of 16-19 Study Programmes or, (b) is your curriculum offer largely the same but delivered within Study Programme hours?	Number of responses	Percent
Significantly changed curriculum offer across the whole College	21	18%
Changes to the curriculum in some curriculum areas and/or at different levels	39	34%
Curriculum offer largely the same, because already meets Study Programme Principles	54	47%
Total	114	100%

52% of respondents have made changes to their curriculum offer as a result of the introduction of Study Programmes and changes to funding, whereas 47% report that their existing offer is in line with the Study Programme principles.

Forty-five respondents provide further detail in answer to this question. The majority made the point that the Study Programme principles are not new and are in-line with existing good practice in the college sector. Some of the most common changes reported include: dropping small additional qualifications to allow more time for work experience and maths and English delivery; a stronger focus on maths and English making this an entitlement and at the heart of curriculum planning; developing and extending work experience options and work related learning; developing even stronger links with employers and embedding employability and enterprise skills.

Do 16-19 Study Programmes at the levels below include a substantial qualification (i.e. comprising at least half of a student’s study programme)?

Do 16-19 Study Programmes at the levels below include a substantial qualification (i.e. comprising at least half of a students study programme)? (Please tick one box in each row)	All	Some	None	Total
Level 3 (Academic Programme)	94%	2%	4%	100%
Level 3 (Vocational)	98%	2%	0%	100%
Level 2	95%	4%	1%	100%
Level 1	69%	26%	5%	100%
Entry Level/LLDD	36%	53%	11%	100%

95-98% of Study Programmes at Levels 2 and 3 include a substantial qualification. This drops to 69% on Level 1 and 36% at Entry Level in line with Study Programme

principles which give colleges the flexibility to develop programmes suited to the needs of students, and which can be focused on work experience rather than qualifications particularly at lower levels.

ii) Will your College be using the approved lists of Tech Level and Applied General qualifications counting in 2016 performance tables, to inform curriculum planning for the 2014/15 academic year?

85% of respondents will be using the lists of Tech Level and Applied General qualifications approved for the 2016 performance tables, to inform their curriculum planning for 2014/15.

iii) Are you planning to deliver any 16-19 Study Programmes that meet the Tech Bacc Performance criteria?

41% are planning to deliver Study Programmes that meet the Tech Bacc performance measure.

Comments were received from 51 respondents indicating the curriculum areas in which they hope to deliver Study Programmes that meet the Tech Bacc criteria. These are:

- Engineering (far and away the most popular with 18 colleges indicating they will do this)
- ICT/Computing technology (the second most popular)
- Science and STEM subjects
- Sport
- Health and social care
- Early years
- Media
- Construction
- Business
- The creative industries
- Media and games design
- Economics

Some comments indicated that colleges are waiting to see the finalised lists, for greater certainty re the Core maths qualification, and to see whether there is student demand.

iv) Are you delivering any learning on-line?

Are you delivering any learning on-line? (Please tick one box in each row)	Yes	No	Total
Level 3 (Academic)	24%	76%	100%
Level 3 (Vocational)	33%	67%	100%
Level 2	34%	66%	100%
Level 1	21%	79%	100%
Entry Level/LLDD	11%	89%	100%

On-line delivery is taking place in the minority of Study Programmes and is more likely as part of vocational programmes at Levels 2 and 3 than in Level 3 academic or at Level 1 or below.

v) Is any learning delivered through self-directed study?

Is any learning delivered through self-directed study? (Please tick one box in each row)	Yes	No	Total
Level 3 (Academic)	58%	42%	100%
Level 3 (Vocational)	57%	43%	100%
Level 2	37%	63%	100%
Level 1	17%	83%	100%
Entry Level/LLDD	6%	94%	100%

Self-directed study forms part delivery in just over half of Study Programmes at Level 3, but decreases in programmes at Level 2 and below.

vi) Do you have an example of a whole college, strategic approach to Study Programme design and implementation that you would be willing to share?

Fifty-one colleges provided additional information about their strategic approach to Study Programme design and implementation and the majority of these are willing to provide a case study.

vii) Do you have an example of an innovative approach to Study Programme design and implementation as a result of the new freedoms and flexibilities that you would be willing to share?

Thirty-nine colleges provided additional information and are willing to provide a case study of their innovation.

5. Section 3 Maths and English

i) What maths qualifications are you delivering to those without a GCSE grade A*-C in maths?

What maths qualifications are you delivering to those without a GCSE grade A*-C in maths? (Please tick all that apply)	Number of responses	Percent
GCSE	102	92%
Functional Skills	95	86%
Free Standing maths qualifications	41	37%
Other stepping stone qualifications	22	20%
Total	111	100%

86-92% of respondents are offering GCSE and Functional Skills in maths, with 30% offering Free Standing maths qualifications. 20% are offering other stepping stone qualifications in maths, which is more than the 6% who planned to do so in the June survey.

The 'other' stepping stone qualifications in maths include the following:

- Cambridge Progression Awards
- City and Guilds Skills Award
- Foundation Numeracy for those with LLDD
- iGCSE
- NCFE qualifications
- Money management
- Personal finance for Level 1 provision

ii) What English qualifications are you delivering to those without a GCSE grade A*-C in English?

What English qualifications are you delivering to those without a GCSE grade A*-C in English? (Please tick all that apply)	Number of responses	Percent
GCSE	99	89%
Functional Skills	99	89%
ESOL	47	42%
Other stepping stone qualifications	31	28%
Total	111	100%

89% of respondents are offering GCSE and Functional Skills in English, with 42% offering ESOL qualifications. 28% are offering other stepping stones qualification in English which is an increase from the 8% of those planning to do so in June.

The 'other' stepping stone qualifications in English include the following:

- Cambridge Progression Awards
- Foundation Literacy for LLDD
- Asentis unit qualifications
- OCNER Awards
- AQA Certificate in English
- City and Guilds Skills Award
- iGCSE
- NCFE qualifications

iii) Have you taken a whole College approach to the timetabling and delivery of (a) maths and (b) English?

Have you taken a whole College approach to the timetabling and delivery of (a) maths and (b) English? (Please tick one box in each row)	Yes	No	Total
Maths	85%	15%	100%
English	84%	16%	100%

This shows that the vast majority of colleges have taken a college-wide, strategic approach to the timetabling and delivery of maths and English.

iv) What (a) initial assessment and (b) diagnostic assessment tools do you use?

All 115 respondents gave details of which initial and diagnostic assessment tool/s they use and by far the most common is BKSB for both initial and diagnostic assessments.

Initial assessment tool		Diagnostic assessment tool	
BKSB	69	BKSB	65
ForSkills	10	In house	10
In house	8	ForSkills	9
Profiler	6	Profiler	5
Free writing	5	Lucid Exact	4
GCSE results	4	Guroo	3
School reports	3	Target Skills	2
Target Skills	3	Go Learn	1
Guroo	2	Quickscan	1
220 Soft	1	Mindset	1
Quickscan	1		

- v) **Have you got sufficient numbers of staff to deliver (a) all level 2 maths and (b) all level 2 English to the students who need them?**

Have you got sufficient numbers of staff to deliver (a) all level 2 maths and (b) all level 2 English to the students who need them? (Please tick one box in each row)	Yes	No	Total
All Level 2 maths	68%	32%	100%
All Level 2 English	72%	28%	100%

32% of respondents report a shortfall in the numbers of staff needed to deliver Level 2 maths, and 28% report a shortfall in the numbers needed to teach Level 2 English.

Comments were received from 50 respondents. Most report difficulties in getting sufficient staff and anticipate that this will get worse going forward as demand increases. Strategies to cope with the shortfall include: using agency staff; heavy reliance on sessional staff; large class sizes; co-opting teachers from other areas; working in partnership with local schools.

- vi) **Have you got sufficient numbers of staff to deliver (a) GCSE maths and (b) GCSE English to the students who need them?**

Have you got sufficient numbers of staff to deliver (a) GCSE maths and (b) GCSE English to the students who need them? (Please tick one box in each row)	Yes	No	Total
GCSE maths	69%	31%	100%
GCSE English	71%	29%	100%

Respondents report similar shortages when looking specifically at GCSE English and maths.

- vii) **How have you ensured your staff are able to deliver GCSE maths and/or English?**

How have you ensured your staff are able to deliver GCSE maths and/or English? (Please tick all that apply)	Number of responses	Percent
Internal staff training programme	66	60%
Updating Functional Skills tutors	64	58%
Employing maths and English teachers who are already trained	95	86%
Other	16	15%
Total	110	100%

86% of respondents report employing maths and English teachers who are already trained to teach these subjects, and 58-60% of respondents report updating existing staff.

- viii) **Are you delivering Level 3 maths to students who have already achieved GCSE maths A*-C, (a) as part of a Tech Bacc offer or (b) as part of AS/A-Level offer, (c) as part of other programmes?**

Are you delivering Level 3 maths to students who have already achieved GCSE maths A*-C, (a) as part of a Tech Bacc offer or (b) as part of AS/A-Level offer, (c) as part of other programmes? (Please tick one box in each row)	Yes	No	Total
As part of a Tech Bacc offer	4%	96%	100%
As part of AS/A-Level offer	44%	56%	100%
Other	21%	79%	100%

44% of respondents report delivering Level 3 maths as part of their AS/A Level offer, and 21% as part of other programmes.

Comments from respondents indicate that the most common vocational programme to include Level 3 maths is engineering. Others include science and electro-technical qualifications.

- ix) **Do you have an example of how your staff are contextualising English and/or maths teaching in a way that demonstrates their relevance to students who have previously been unsuccessful in either of these subjects?**

Fifty-three colleges have given examples of how they are contextualising English or maths, and the majority are willing to offer a case study.

- x) **Do you have an example of student evaluation of the teaching and learning of English and/or maths being used to improve practice and increase attainment?**

Twenty-seven colleges provided further detail re student evaluation of teaching and learning and some of these relate specifically to English and maths.

Do you have an example of how you are:

- a) **Handling higher volumes of students**
- b) **Assessing their ability levels**

c) Deciding how best to prepare them for GCSE, including the use of stepping stone qualifications, functional skills, free standing maths qualifications or ESOL qualifications

Fifty-two colleges have provided further detail which can be used to develop case studies.

- xi) Do you have an example of successfully encouraging students who have achieved GCSE grade C or above in maths to progress to level 3 maths qualifications and a Tech Level qualification in order to achieve the Tech Bacc performance measure?**

Thirteen colleges provided further detail from which case studies will be developed.

6. Section 4 Work experience

- i) Are you offering work experience in 16-19 Study Programmes at each level?**

Are you offering work experience in 16-19 Study Programmes at each level? (Please tick one box in each row)	Yes	No	Total
Level 3 (Academic)	66%	34%	100%
Level 3 (Vocational)	96%	4%	100%
Level 2	92%	8%	100%
Level 1	88%	12%	100%
Entry Level	81%	19%	100%

92-96% of respondents report offering work experience as part of Level 2 and L3 vocational programmes; 88% on Level 1, and 81% on Entry Level programmes. Whilst only 66% report offering work experience as part of Level 3 academic programmes, this is an increase on the 54% who planned to do so in June.

- ii) Approximately what percentage of work experience offered is with external employers?**

Approximately what percentage of work experience offered is with external employers?	Number of responses	Percent
Less than 10%	10	9%
10%-24%	20	19%
25%-49%	19	18%
50%-74%	21	20%
75% or more	37	35%
Total	107	100%

55% of respondents report that over 50% of their work experience is external, with 35% reporting that 75% or more is external.

iii) In addition to work experience with an employer, do you also offer any of the following?

In addition to work experience with an employer, do you also offer any of the following? (Please tick all that apply)	Number of responses	Percent
Experience of working with the public in a College facility (i.e. hair salon, restaurant)	88	82%
Simulation in a realistic working environment (i.e. kitchen, construction, engineering)	80	75%
Student visit to employers premises	101	94%
Invite employers into the College for talks	102	95%
Commissioned project for an employer	77	72%
Other	27	25%
Total	107	100%

These results are very similar to the June survey and demonstrate the wide range of work experience and work related activity, that colleges provide to meet the diverse needs of their students.

Twenty-seven colleges gave detail of other activities which include:

- Community and charity based work and social enterprise activity
- Career days
- Fully commercial farms and livery yards
- College learning companies
- Entrepreneurs academy
- Enterprise activities
- Performances and exhibitions
- Paid employment for projects within college
- Employer lesson observations
- Working with LEPs on live project briefs

iv) Are there curriculum or subject sectors where you have difficulty in securing external work experience?

Seventy-eight colleges provided information about curriculum areas/subject sectors where it is more difficult to find external work experience. The most difficult are:

- Construction
- The creative arts

- Engineering
- Computing and ICT
- Media

Others include: STEM subject areas; motor vehicle; public services; and for A level students and those with LDD.

v) Are you delivering Traineeships?

47% of respondents are delivering Traineeships, although 56% planned to do so in June.

vi) Are you delivering Supported Internships for Learners with Learning Difficulties and/or disabilities?

29% of respondents are delivering Supported Internships, whilst 38% planned to in June.

vii) Do you have an example of delivering external work experience as part of large academic/A level programmes?

Seventeen colleges have provided information regarding external work experience in academic programmes.

viii) Do you have examples of delivering external work experience as part of large vocational programmes?

Fifty-six colleges have provided further information regarding external work experience as part of large vocational programmes.

ix) Do you have examples of delivering external work experience in subject areas where there are significant skills gaps such as engineering and construction?

Forty colleges have provided further information regarding external work experience in skills shortage areas.

x) Do you have an example of delivering external work experience within highly deprived and/or rural areas with limited access to industry or choice of employers locally?

Fifteen colleges have provided further information regarding external work experience in deprived and/or rural areas.

7. Section 5 Employer involvement in qualification activity/delivery

i) Are employers involved in the delivery and/or assessment of any of your 16-19 Study Programmes?

46% of respondents report that employers are involved in the delivery and/or assessment of Study Programme.

Forty-two colleges have given further information regarding employer involvement in delivery and/or assessment of study programmes. These cover most curriculum/subject sector areas.

- ii) Do you have an example of achieving economies of scale regarding large employer involvement as part of Study Programmes; making best use of employers limited availability to enrich the learning of a large number of students?**

Thirty-five colleges provided additional information about large employer involvement in Study Programmes.

- iii) Do you have an example of working with employers to develop 'real world' assignments/projects/tasks for students to complete as part of their substantial vocational qualifications?**

Fifty-six colleges have provided further information of their work with employers to develop real world assignments.

- iv) Do you have an example of employers contributing to the assessment of these 'real world' tasks?**

Thirty-eight colleges have provided examples of employer contribution to assessment of real world tasks.

8. Conclusions

- The survey had a good response rate, up from 26% in June to 33% in January, and responses show that colleges are delivering Study Programmes to an average of 2,500 students per college.
- Overall, responses indicate that colleges are delivering Study Programmes that meet the SP principles, and are pleased to showcase what they are doing.
- 52% report that they have made changes to the curriculum offer in order to best achieve this, with 47% reporting that their programmes are already in line with the SP principles.
- The survey results confirm the scale of the task facing colleges to meet the requirements for maths and English at level 2. Forty-five percent report that over 50% of their students have not achieved GCSE Grade C in maths, in line with prediction in the June survey. However, for English the picture is similar to that for maths, whereas in June colleges were predicting that fewer students would need GCSE English.

- Over 90% of colleges are delivering GCSE and Functional Skills in English and maths, but there has been an increase in the number of other stepping stone qualifications from the June predictions.
- Staffing for maths in particular is still a significant problem.
- There has been an increase in the amount of external work experience since June predictions, with 55% of respondents reporting that over 50% of their work experience is external, and 35% reporting that over 75% is external. However, colleges are still offering a wide range of work experience options.
- Forty-seven percent of respondents are offering Traineeships, and 29% Supported Internships.
- Forty-six percent of respondents report that employers are involved in the delivery and assessment of Study Programmes.