



**EDUCATION & TRAINING
FOUNDATION**

GOING FOR GOLD: A GUIDE TO HIGH QUALITY STUDY PROGRAMMES

FOR LEADERS AND MANAGERS

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'Going for Gold: A Guide to High Quality Study Programmes for Leaders and Managers' has been commissioned by the Education and Training Foundation (ETF) and produced by touchconsulting Ltd as part of the #StudyGood programme (2019-2020). The guide complements a suite of [resources](#) aimed at supporting organisations across the education and training sector to enhance and develop their 16-19 study programme provision, leading to improved outcomes for learners.

Study programmes are core to the post-16 learning landscape. Designed to cover all learning pathways, both technical and academic, they require leaders and managers to have a clearly defined vision and strategy for their implementation that is communicated consistently across the organisation. This guide will help you to achieve that goal; it builds on evidence-informed research concerning the design and delivery of study programmes that has been shown to work. Theory is strongly linked to practice throughout. In addition, reflective questions, top tips and development activities will help you to apply some of the strategies and processes to your own context.

This guide is complemented by three further resources; one aimed at supporting young people to understand study programmes, another for parents, carers and teachers and one for employers.

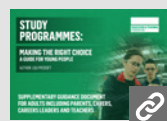
#STUDYGOOD PROGRAMME RESOURCES (2019-2020)



Study Programmes:
Making the Right Choice

Lou Mycroft

A Guide for Young People



Study Programmes:
Making the Right Choice

Lou Mycroft

Guidance for Adults



Study Programmes:
Building Future Capability
and Capacity

Ian Grayling

A Guide for Employers



Going for Gold: A Guide
to High Quality Study
Programmes for Leaders
and Managers

Mary
Conway
Ian Grayling



AN OVERVIEW OF THIS GUIDE

This guide is designed to support leaders and managers across the Further Education and Training sector with responsibility for ensuring high quality study programmes. It is relevant for:

- senior managers
- quality managers
- staff development and learning managers
- teaching and learning improvement managers
- programme and curriculum managers.

The guide aims to be a catalyst for change and, though comprehensive, is organised so you can quickly navigate to specific chapters according to their relevance to your interest and needs. Each chapter contains a series of 'top tips' as well as reflective questions and developmental suggestions that focus on the key messages.

NAVIGATING THE GUIDE

- **Chapter 1** – the **genesis** of study programmes and the **context** that shapes them.
- **Chapter 2** – supporting learners' **career aspirations** and developing their potential for future economic and social success and wellbeing.
- **Chapter 3** – ensuring a '**holistic**' learning experience.
- **Chapter 4** – nurturing **high-performing** study programme delivery teams.
- **Chapter 5** – assuring the value of **work experience** in equipping learners for the world of work.
- **Chapter 6** – driving **active learning** through effective target setting and review.
- **Chapter 7** – leading and governing **high quality** study programmes.
- **Chapter 8** – preparing for future developments at **level 3 and below**.

NESTA – GOOD HELP

The guide promotes a way of working with teams and individuals called '[Good Help](#)'. This has emerged from social and behavioural research conducted by Nesta – the innovation foundation¹.

'Supporting people to feel hopeful, identify their own purpose and confidently take action.'

Nesta, 2018



The [Nesta model](#) tells us that there are three key components of 'Good Help', as described below.

1. **Motivation & purpose** – helping people connect with what matters to them.
2. **Confidence to act** – empowering people to make a change.
3. **Social circumstances** – understanding and addressing any barriers to change.

This approach also models the learner-centred focus at the heart of study programmes and sits well with current learner development priorities such as Assessment for Learning (AfL) and the increased emphasis on personal development and behaviours and attitudes as highlighted in the new [Education Inspection Framework \(2019 EIF\)](#).

In summary, this guide aims to support you with the evidence-based information, recommendations, strategies and resources to deliver good or outstanding study programme provision.

¹ Wilson, R., Cornwell, C., Flanagan, E., Nielsen, N. and Khan, H. (2018) *Good and bad help: How purpose and confidence transform lives*. Nesta: OSCA

CHAPTER 1: STUDY PROGRAMMES: CHANGING THE LANDSCAPE

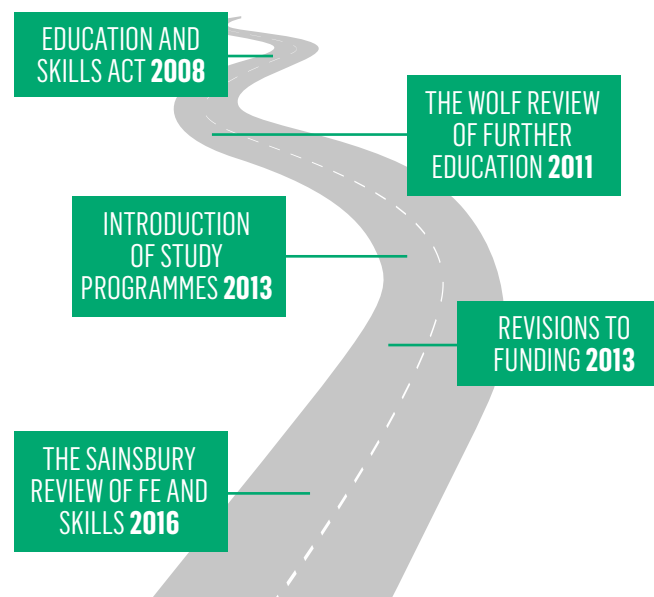
Since the introduction of study programmes in 2013, there has been significant progress across the sector in implementing the vision for 16 to 19 year olds.

REFLECTIVE QUESTIONS:

- How secure are you in your knowledge of the ethos and expectations of study programme delivery?
- What aspects, if any, are less clear to you at present?
- What aspects of your current study programmes are you currently most confident about?
- What do you need to do differently as a result of new knowledge?
- How can you ensure you keep abreast of new thinking that impacts on your 16-19 provision?

Understanding the thinking and legislative process that defines study programmes is an excellent starting point. It enables you to become familiar with the key reports, government directives and Ofsted guidance that inform the essential macro-management and micro-management of your programme offer.

STUDY PROGRAMME JOURNEY



1.1 THE STORY SO FAR

The **Education and Skills Act 2008** raised the minimum age at which a person could leave full-time education or training to 18. This policy was fully implemented from 2015.

The Wolf Review of Further Education 2011 recommended the introduction of 'study programmes' for all 16 to 19 year olds on vocational pathways.

Introduction of Study Programmes 2013 which were to:

- > offer a 'broad programme of study' rather than just individual qualifications
- > carry a main aim of progression into employment
- > include work experience
- > continue the explicit teaching of English and maths for those who had not yet achieved Grade A*-C (now Grade 9-4) in these subjects at GCSE.

Funding was tailored in **2013** to the new programmes and allocated according to planned hours. This has resulted in the funding of a whole programme per student rather than a qualification-based 'course' and prioritises what is best for the learner, rendering qualification outcomes less important than intentions for the whole learner experience.

The Sainsbury Review of FE and Skills 2016 resulted in the Post-16 Skills Plan of 2016². It recommended placing employers 'in the driving seat' and accelerating the move to achieve parity of esteem between A Level and technical education pathways. Most importantly, it called for a streamlining of the post-16 qualification landscape, thus paving the way for the new T Levels of 2020.

² DBIS & DfE (2016) *Post-16 Skills Plan*. Crown

IMPACT ON THE PRESENT

The result of this legislative backdrop has been to enhance technical education and to inform the way that study programmes are designed. It has provided an entitlement for all 16 to 19 year olds, as well as those aged 19-24 with special educational needs, to access a holistic programme of learning focused on meeting their career aspirations and developing the skills and knowledge they need to progress in to employment or on to further and higher education.



1.2 CURRENT GUIDANCE

Ofsted research into the [level 2 study programmes \(2018\) curriculum](#)³ highlights the importance of:

- **curriculum design** that is flexible, not constrained by qualification requirements and assessment, and tailored to the needs of the learners
- a curriculum that is focused on the **intended destinations and progression** of learners, rather than on qualification outcomes
- active **engagement with employers** including co-design and implementation of the curriculum and the assessment of learners
- **work placements** that are relevant to the learners' programme of study and involve employers in planning and feedback
- up-to-date and relevant **industry knowledge** imparted by staff
- **English and maths** teaching that enables learners to develop the skills required to pass qualifications in these subjects and to be successful in life
- **learner review, feedback and individual support**
- effective **pre-programme communication with learners and their schools**.



The [Department for Education \(DfE\) Study Programme Guidance 2019-2020](#)⁴ states that 'all 16 to 19 study programmes should provide students with a structured and challenging learning programme that supports their development and progression in line with their career plan.' The main elements of the programme are:

1. **Substantial qualifications**⁵ that stretch students and prepare them for education at the next level or for employment.
2. **English and maths** where students have not yet achieved a GCSE grade 4⁶.
3. **Work experience**, enabling learners to develop their career choices and apply their skills in real working conditions.
4. **Other non-qualification activity** to develop character, broader skills, attitudes and confidence, and to support progression.

³ Ofsted (2018) *Level 2 study programmes: Ofsted research into the curriculum on level 2 study programmes*. Crown

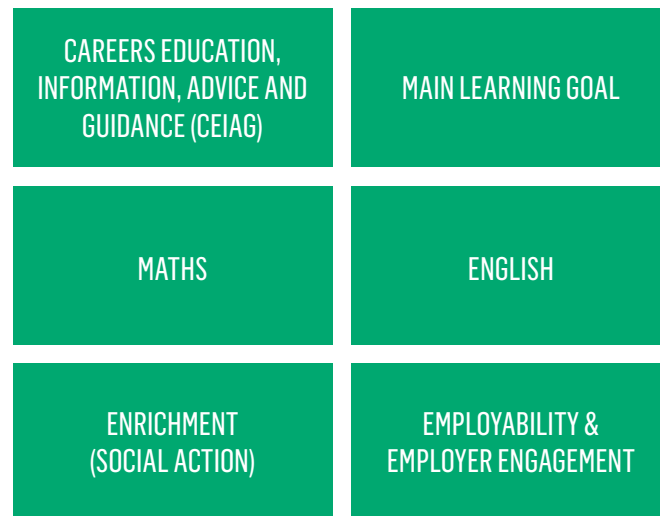
⁴ DfE (2019) *Study Programme Guidance 2019-2020* ([accessed 13/01/20](#))

⁵ Substantial qualifications will depend upon the starting point of learners. Whereas most will aim for one or more main qualifications, those with special educational needs or specific goals may instead follow a programme of work experience or employability training that prepares them for employment, an apprenticeship or further study.

⁶ Note that there has been a change to the [condition of funding](#) for maths and English which has applied from the academic year 2019 to 2020. The change means that students with a grade 2 or below in maths or English can study towards a pass in functional skills level 2 or they can still study towards a GCSE grade 9 to 4. Once they have achieved this, there is no requirement to undertake further maths or English qualifications to meet the condition of funding.

These elements now inform the main components of all study programmes and are captured in the diagram below.

MAIN COMPONENTS OF A STUDY PROGRAMME



The [Education and Inspection Framework \(EIF\) 2019](#)⁷ breaks new ground in emphasising effective curriculum design and the wider, generic personal and interpersonal skills of the learner in two, out of the four, key judgements. The EIF now focuses on the development of character and the way in which young people are given the opportunity to learn from failure, building resilience and confidence along the way.

'Overall effectiveness' is broken down into:

- > quality of education
- > behaviour and attitudes
- > personal development
- > leadership and management.

Meanwhile the quality of education and the curriculum is now judged according to:

- > intent
- > implementation
- > impact.

It is important to recognise that the aims or intent of the study programme curriculum should be aligned with the provider's intent for learners on such programmes in each curriculum area.

1.3 CRITICAL SUCCESS FACTORS

Ofsted describes level 2 programmes as performing three roles:

1. Preparing learners for work who already have a clear vocational preference but little or no training in it.
2. Addressing the wider needs of learners who are not yet ready for level 3 qualifications or not ready to commit to a specific vocational route.⁸
3. Preparing learners for their next steps in further or higher education.

Their review of level 2 provision identifies success factors, or benchmarks, against which you can evaluate your current study programme provision at all levels. These are:

1. **Whole organisation consistency** in strategy and programme implementation.
2. Intensive work with **local employers** to design and implement the curriculum.
3. Meaningful, targeted and timely **work experience and work-related learning**.
4. A curriculum designed to provide the **knowledge, habits and attitudes** needed for the next stage of education or training in an industry-specific context.



⁷ Ofsted (2019) *The education inspection framework*. Crown

⁸ Ofsted (2018) *Level 2 study programmes: Ofsted research into the curriculum on level 2 study programmes*. Crown. p11.

5. Full integration of **English and maths** development into the whole programme.
6. Good methods for **getting to know each learner** and supporting individual development.
7. **Good careers guidance** for learners.
8. **Strategic goals** for study programmes which focus on **learner progression and destinations** rather than simply on a qualification outcome.
9. A **comprehensive strategy for monitoring the quality** of level 2 study programmes and learner development.

Principles such as these offer a solid foundation from which to build effective study programme practice for learners at all levels up to level 3.

It is important to note that level 3 study programmes, while conforming to the above principles, have the specific focus of preparing learners for their next steps to higher education and for their broad career goals whether technical or academic.

It is also important to note that individual Ofsted inspection reports provide a rich source of information, not only about critical success factors, but also about solutions to challenges experienced at a local level. Researching inspection reports for evidence of quality factors in study programmes is therefore



highly recommended, though it must be remembered that each provider organisation has its own unique demographics, internal structures and culture, procedures and staffing and what works for them may not work in the same way for your institution. With the same caveat, case studies, such as those researched by the [National Foundation for Educational Research \(NFER\)](#)⁹ may also provide some useful insight into core principles that can be replicated elsewhere.

1.4 THE LEARNING LANDSCAPE

Study programmes are not an end in themselves.

Their primary concern is with individual learner progression to higher level programmes and to employment. It is worth looking again at Ofsted's 9 success factors, captured in section 1.3, with the following questions in mind.

WHAT ARE LEARNERS ON STUDY PROGRAMMES AIMING FOR AND WHAT COMES NEXT?

WHAT QUALIFICATIONS ARE AVAILABLE TO THEM AND HOW IS THIS CHANGING?

WHAT PROGRESSION OPPORTUNITIES WILL T LEVELS PROVIDE FROM SEPTEMBER 2020?

WHAT PROGRESSION IS OPEN TO LEARNERS ON A LEVEL AND APPLIED GENERAL COURSES?

You can read more about T Levels and the introduction of transition programmes in [Chapter 8](#) of this guide.

⁹ Wade, P., McCrone, T., White, R. and Hopwood V. (2015) *Sharing Innovative Approaches and Barriers in Delivering 16-19 Study Programmes' Principles: Case Study Report*. NFER. ([Accessed 13/01/20](#))



TOP TIPS

- Understand where your study programmes sit in the new and fast changing educational landscape and how individual demographics can affect employment prospects.
- Understand the key principles and aims of study programmes before you start planning the next phase of your offer.
- Ensure you have a cohesive 'whole organisation approach' to the development of study programmes which involves all key partners.
- Integrate the EIF inspection judgements criteria into your core planning.
- Aim to stretch and extend your learners by keeping a strong focus on their progression and planned destinations.

DEVELOPMENT ACTIVITIES

- Try convening a group of key individuals who will manage and/or deliver study programmes in your organisation. Using the ETF guide *Creating Spaces to Think in Further Education and Training*, run a Thinking Round (Chapter 1) or a Time to Think Council (Chapter 2) to garner all productive thoughts on the requirements of study programmes and possible action.
- Involve your team of managers and practitioners in a formal self-assessment process. You may use this ETF checklist to help you: [Managing learner progress through Study Programmes](#)
- Include in your self-assessment an analysis of how effectively your current study programme arrangements match the curriculum intent of your organisation and of respective curriculum areas.

RESOURCES

Wade, P., McCrone, T., White, R. and Hopwood V. (2015) *Sharing Innovative Approaches and Barriers in Delivering 16-19 Study Programmes' Principles: Case Study Report*. NFER

Wilson, R., Cornwell, C., Flanagan, E., Nielsen, N. and Khan, H. (2018) *Good and bad help: How purpose and confidence transform lives*. Nesta: OSCA

WEBLINKS

Wolf reports: [Review of Vocational Education \(2011\)](#) and [Recommendations final progress report \(2015\)](#)

DfE [Study Programme Guidance 2019-2020](#)

DfE [Post-16 skills plan and independent report on technical education](#)

DfE [Review of post-16 qualifications at level 3 and below in England: the current system and the case for change](#)

[Education inspection framework](#) (EIF)

Ofsted research into the [curriculum on level 2 study programmes](#).

NFER [Sharing innovative approaches and overcoming barriers in delivering 16-19 study programmes](#).

CHAPTER 2: FROM STUDENTS TO WORKING ADULTS

This chapter explores how to support learners to transition from education to employment, meeting their career aspirations and developing the vocational and personal skills required in the world of work.

REFLECTIVE QUESTIONS:

- How well does your study programme curriculum foster high expectations and aspirations together with the confidence to be effective in work?
- How effective are your study programmes in supporting individualised pathways to the next stage of training and/or employment?
- How can you work with your careers service, employers and other professionals to build a comprehensive and effective study programme offer?

2.1 STUDY PROGRAMMES AS ROUTES TO EMPLOYMENT

Study programmes must fulfil two main objectives:

1. To enable individual learners to grow in confidence, knowledge, behaviour and skills so they can participate fully in adult working life.
2. To develop an appropriately trained and qualified workforce that can grow the economy and improve productivity.

Study programme guidance also states that: 'All 16 to 19 study programmes should be designed to provide students with a structured and challenging learning programme that supports their development and progression in line with their career plans,'¹⁰ which can include accessing further and higher education.

Fulfilling these objectives will require a strong vision that aligns learners, teaching staff, curriculum support and employers around a shared aim of building the future workforce and the foundations of economic and social wellbeing.



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

The [Gatsby benchmark toolkit FE](#)¹¹ formalises DfE recommendations for planning a comprehensive CEIAG service. Study programmes should fully embed careers education and guidance so that learners can choose career opportunities that are right for them.

¹⁰ DfE and ESFA (2019) *16 to 19 study programmes: guidance (2019 to 2020 academic year)*. Crown ([Accessed 13/01/20](#))

¹¹ The Careers and Enterprise Company. *The Gatsby Benchmark Toolkit for Colleges*. ([Accessed 13/01/20](#))

The eight benchmarks¹² are outlined, below.

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each learner.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

DfE also recommends¹³:

- ensuring that 16 to 18 year olds and 19 to 25 year olds with an EHC plan are provided with independent careers guidance
- beginning to use the Gatsby benchmarks to improve careers provision now, and to meet them in full by the end of 2020
- beginning to offer every learner at least two meaningful encounters with an employer, each year, ensuring that this is fully in place by the end of 2020
- appointing a named person to the role of Careers Leader to lead the careers programme
- publishing the careers programme on the organisation's website in a way that enables learners, parents, staff and employers to access and understand it.

Ofsted states:

'Inspectors' will review how well **high-quality impartial careers guidance** enables learners to make progress and move on to a higher level of qualification, employment, further training or independent living when they are ready to do so.'

All CEIAG should be rooted in the real world of work which places a responsibility on leaders and managers to develop strong relationships with employers at a strategic as well as operational level. This aspect of employer engagement is explored, further, in [Chapter 5](#).

2.3 PREPARING THE LEARNER

CEIAG should begin even before learners join your study programme. The Baker Clause amendment to the Technical and Further Education Act 2017¹⁴ empowers colleges and training organisations to contact KS3 and KS4 learners in schools to prepare them for transition to the next level. Pre-programme CEIAG needs to provide up-to-date information for learners and their parents/carers as outlined below:

- information relating to the local and national job market – the kind of jobs available and where
- what specific jobs entail and how they may match learner interests
- up-to-date information about entry requirements on to study programmes and progression routes



¹² Holman, J. (2018) *Good Careers Guidance: Benchmarks for young people in colleges*. Gatsby ([Accessed 13/01/20](#))

¹³ DfE (2018) *Careers Guidance: Guidance for further education colleges and sixth form colleges*. Crown ([Accessed 13/01/20](#))

¹⁴ AELP. *The Baker Clause: Best Practice Guidance for Schools, Providers and Learners*. Briefing Paper 58 ([Accessed 13/01/20](#))

- what a study programme will entail and how this will be geared towards the engagement and development of the individual learner
- the alignment of qualifications with learning and assessment styles and preferences of individuals.

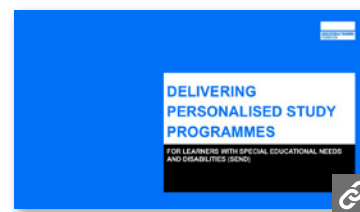
This information can have greater impact when supported by:

- destination data demonstrating progression routes of previous study programme learners
- mentor involvement (employers or previous learners)
- careers fairs, employer visits and industry taster days in line with KS4 enrichment
- leaflets and fliers about technical training¹⁵
- getting to know the learner through initial self-assessment processes (see the ETF Effective Practice Guidelines)¹⁶
- support for learners in making choices (see [DfE research](#))¹⁷
- access to the ETF Study Programme Guide for young people
- case studies illustrating how to embed CEIAG throughout on-programme delivery that provide leaders and managers with examples of effective practice.

[Huddersfield New College](#) highlights the importance of individualised guidance for learners – ‘starting well’ to ‘finishing strong’.

[Gateshead Council](#) echo DfE Guidance for 16 to 19 study programmes by demonstrating how SEND learners, with the right support, can gain confidence and progress through the practice of mindfulness.¹⁸

[Natspec](#) provides further guidance on how to deliver personalised study programmes for SEND learners.



Supporting learners' progression is a golden thread (see [Chapter 3](#)) running through all study programmes. Checking learners' confidence and addressing fears and anxieties is key for those whose future is still uncertain. A process of aftercare, tracking and mentoring learners into the next level programme or into their first job would also be considered to be good practice.

The Learning and Work Institute report into '[Effective practice in employer engagement for 16/17 year olds studying below level 2](#)'¹⁹ illustrates how Derby College makes additional support available towards the end of the academic year to facilitate progression.

Another case study demonstrates how support and progression coordinators and tutor-mentors at East Kent College enable learners to break down barriers to work and make successful transitions into employment or further employability training.

The [Gatsby benchmark toolkit for FE](#)²⁰ shows how South Thames Colleges have appointed a careers leader, at senior executive level, to manage a team of careers experts, analyse audits, evaluate surveys and labour market intelligence and negotiate with departments on what this means for their curriculum.

REFLECTIVE QUESTIONS:

Using destination data to inform curriculum planning for study programmes is considered to be good practice.

1. How reliable is your current destination data?
2. How do/can you use this data:
 - as an impact measure to inform future planning?
 - as a CEIAG tool to prepare and inform learners and their parents/carers and to build learner confidence in their employment future?

¹⁵ Education and Training Foundation. Technical Route Resources. ([Accessed 13/01/20](#))

¹⁶ Education and Training Foundation. *Assessment for Learning: Effective Practice Guidelines*. ([Accessed 13/01/20](#))

¹⁷ Hughes, D. (2017). *User insight research into post-16 choices*. DfE. Crown

¹⁸ Note that 'mindfulness' is an approach to psychological wellbeing and confidence-building that can be used with learners at all levels.

¹⁹ Learning and Work Institute (2018) *Effective practice in employer engagement for 16/17 year olds studying below Level 2*. Education and Training Foundation

²⁰ The Careers and Enterprise Company. *The Gatsby Benchmark Toolkit for Colleges*. ([Accessed 13/01/20](#))



TOP TIPS

- Ensure that CEIAG is embedded as an explicit theme throughout each study programme, from beginning to end.
- Engage your careers service and employers in the planning, design and delivery of your study programme, from the outset.
- Help learners make informed choices about career paths through up-to-date information about the local and national labour market (see, also, [our study programme guide for young people](#) for further ideas).

DEVELOPMENT ACTIVITIES

- With your careers advisers, gather labour market information on specific vocational routes (local and national) and map out the employment landscape to inform your study programme and its curriculum.
- Gather previous destination data and use it to engage new learners in their real potential for employment.
- Use destination data to inform your curriculum planning, especially information on the extent to which learners are, or are not, remaining in sustained destinations.
- Design a clear self-assessment process that enables learners to value their strengths (vocationally and personally), recognise their development needs and enable them to monitor and evaluate their progress towards work readiness.

RESOURCES

Association of Employment and Learning Providers (AELP). *The Baker Clause: Best Practice Guidance for Schools, Providers and Learners*. Briefing Paper 58

Holman, J. (2018) *Good Careers Guidance: Benchmarks for young people in colleges*. Gatsby

Hughes, D. (2017). *User insight research into post-16 choices*. DfE. Crown

WEBLINKS

DfE: [Careers guidance for further education colleges and sixth form colleges](#)

Careers & Enterprise Company: [The Gatsby Benchmark Toolkit for Colleges](#)

Learning and Work Institute report into [Effective practice in employer engagement for 16/17 year olds studying below level 2](#)

DfE Preparing for Adulthood website – [Information on Supported Internships](#)

ETF: [Technical Route Resources](#)

ETF Toolkit: [Co-creating the curriculum with learners with Special Educational Needs and Disabilities](#)

ETF: [Study Programmes: Making the Right Choice: A guide for young people](#)

Natspec: [Delivering personalised study programmes](#)

CHAPTER 3: BUILDING HOLISTIC STUDY PROGRAMMES

This chapter investigates what it means to develop a 'holistic' learning experience for young people embarking on a study programme.

REFLECTIVE QUESTIONS:

- How can you build a curriculum in which all activities cross-reference to develop the whole learner?
- What are the 'golden threads' that need to be woven through every element of your study programme?
- How can you use a personal tutorial programme to ensure the holistic development of each individual learner?
- How will you ensure the explicit development of English and maths skills throughout the programme?

A study programme should be meaningful, in its entirety, to each individual learner. [The 2019 Education Inspection Framework's](#)²¹ emphasis on creating a strong, comprehensive and coherent curriculum is particularly relevant in the drive to ensure that all learners value the relevance of each curriculum component and understand its place in helping them to realise their career aspirations.

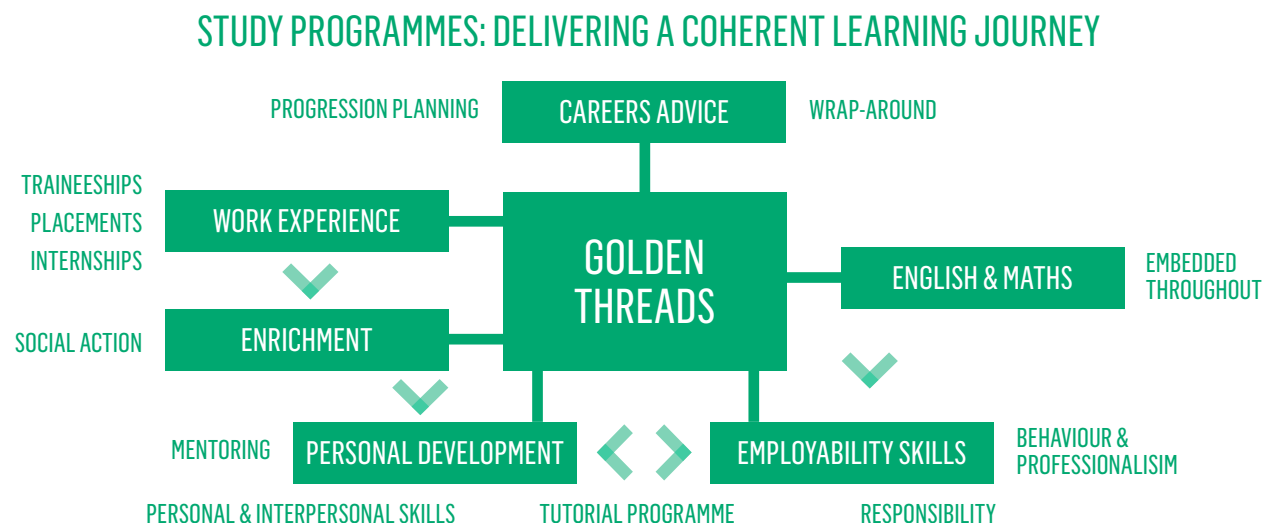
3.1 THE IMPORTANCE OF THE 'GOLDEN THREADS'

As described in [Chapter 1](#), the study programme curriculum is governed by principles which aim to bring cohesion. To this end, managers and practitioners are required to present all aspects of the curriculum to learners as being interconnected and of equal importance.

A clear understanding of these 'golden threads' should be built into your planning, ensuring that staff, employers and learners also recognise and pursue all strands together as one coherent journey. The

'golden threads' represent purposeful and consistent development of knowledge, skills and behaviour, as illustrated below.

While formal qualifications in vocational or academic subjects together with English and maths may represent the main aim of each learner's programme, **qualification outcomes alone do not capture the holistic development of the learner**. Consequently, subjects such as maths are both discrete elements of the curriculum (leading to a qualification) but also a set of skills which are encountered throughout the study programme and require specific identification, reinforcement and development by all stakeholders.



²¹ Ofsted (2019) *The education inspection framework*. Crown

3.2 TUTORIAL SUPPORT

Tutorial support for learners should ensure ongoing feedback and review, incorporating all aspects of the curriculum in one consistent view of progress. This reflects Ofsted's expectation that curricula should be individualised. This tailoring extends beyond the vocational, technical or academic content to include the personal and interpersonal development that learners need for future economic and social wellbeing. One-to-one tutorials are most effective when they are grounded in effective AfL throughout the learning programme. This requires ongoing mentoring and reviewing which can include, for instance, the use of a live and active individual learning plan (ILP) process by which learners can observe their own progress over time. (See Chapter 6).

3.3 ENGLISH AND MATHS

English and maths are compulsory components and a condition of funding for learners who have not yet achieved grade 4 at GCSE. A whole organisation strategy is, therefore, essential, placing English and maths at the heart of your provision and raising the profile of these subjects across the entire curriculum, supported by all stakeholders.

Paragraphs 70-75 of the [Ofsted Level 2 report](#)²² provide practical ideas as to how senior managers can employ English and maths specialists to train vocational staff. Vocational staff are then able

to focus on identifying contextualised, naturally occurring English and maths while the specialists teach the specific skills required for formal functional skills or GCSE qualifications as specified in the new relaxed conditions of funding.

TOP TIPS FOR THE DELIVERY OF ENGLISH AND MATHS

- The ETF's [Ten Top Tips](#) for managing English and maths provision on the ETF Excellence Gateway are good reference points for those who lead these areas, as is the ETF's [Improving the delivery of English and maths in apprenticeships](#).
- The ETF's '[shaping success](#)' suite of courses offers teachers and trainers resources and tips for improving progress in maths and English.
- The South Devon College [Advanced Practitioner case study](#) illustrates how Champions in maths and English can support the delivery of contextualised English and maths by working with vocational staff.

3.4 EMPLOYABILITY

Learners' individual learning goals need also to focus on the knowledge, behaviour and skills required for employability (see, also, [Chapter 5](#)). This relates to the development of effective personal and interpersonal

skills and attitudes reflecting commonly held notions of professionalism, in the workplace. Definitions of employability vary a little, from source to source, but commonly agreed aspects are listed below.

EXAMPLES OF EMPLOYABILITY SKILLS

- Working with minimal supervision
- Punctuality and reliability
- Problem-solving
- Ability to work collaboratively
- Good communication skills
- Adaptability and flexibility
- Respect for others
- Technological and mathematical literacy

REFLECTIVE QUESTIONS:

1. To what extent can employability skills and attributes be developed through all components of your study programme curriculum?
2. How does the development of these wider employability skills and attributes address the four key quality judgments of the EIF?

²² Ofsted (2018) *Level 2 study programmes: Ofsted research into the curriculum on level 2 study programmes*. Crown.

3.5 ENRICHMENT THROUGH SOCIAL ACTION

Enrichment aims to create a fertile ground in which personal and employability skills can be nurtured.

WHAT IS SOCIAL ACTION?

Social action is a powerful enrichment tool, connecting learners with a wider sense of community (potentially enhancing diversity and cultural awareness). It can be defined as 'practical action in the service of others to effect positive change' and can include campaigning, fundraising, mentoring, organising events, social research and volunteering.

Social action offers a relatively high-impact and low-cost way to promote your organisation within the communities you serve. It also shares that benefit with your employer-partners, should they get involved, enabling them to evaluate potential apprentices and/or employees, at first hand.

Finally, it is worth noting that current environmental campaigns have engaged many learners in this age group and have enabled them to develop an impressive range of skills and knowledge.





TOP TIPS

- Co-create your curriculum together with employers and a team of managers and staff who represent vocational specialisms, English and maths, CEIAG and industry liaison.
- Create for each learner one single journey through your study programme with a clear purpose and method.
- Ensure each learner's journey is focused on employability, technical or academic progression and ultimate employment.
- Concentrate on learner acquisition of knowledge, behaviour and skills which will usually include qualification outcomes but will not be driven solely by them.

DEVELOPMENT ACTIVITY

Convene your curriculum planning team, including relevant managers, staff and employers. If you can physically meet, begin your planning process with a [Thinking Round](#).²³ Start by asking the team to consider the end goals for their learners on study programmes, including the knowledge, skills and behaviours they hope they will achieve.

The opening question could then be:

- *How can I, in my role, best serve the learners on this study programme?*
- This will enable you to garner and share the team's expertise and identify how to incorporate this into the curriculum. You may then use follow up questions, such as:
 - *How can I, in my role, support the learner in developing English and maths?* or
 - *How can I, in my role, support the learner in gaining confidence?*

RESOURCES

Mycroft, L. and Sidebottom, K. (2019) *Advanced Practitioner Guide: Creating Spaces to Think in Further Education and Training*. Education and Training Foundation

WEBLINKS

Association of Colleges (AoC) (2019): [Shaping communities: Colleges and social action](#).

DfE policy paper (2016): [Social Action](#)

#iwill campaign: [What is youth social action?](#)

#iwill campaign: [Inspiring and enabling youth social action](#)

Nesta [video](#) how social action activities and projects are transforming lives.

Ofsted presentation (2016) [Social action: good examples from schools and colleges](#)

University of Birmingham report (2017) [A habit of service: The factors that sustain service in young people](#)

²³ Mycroft, L. and Sidebottom, K. (2019) *Advanced Practitioner Guide: Creating Spaces to Think in Further Education and Training*. Education and Training Foundation. p.9-10. (Accessed 13/01/20)

CHAPTER 4: : BUILDING PROFESSIONAL EXCELLENCE

This chapter focuses on how to build and maintain a professionally excellent teaching team to deliver study programmes.

REFLECTIVE QUESTIONS:

- How up-to-date is the industry knowledge of your staff?
- Who amongst your staff has the knowledge, skills and confidence to support the development of personal and employability skills, as described in the previous chapter?
- What does the 'expert teacher' look like and how can you share that expertise across your study programme team?

Preparing your staff and ensuring their high-quality contribution to your programme is central to your planning process. If staff are to meet the demands of a fast-evolving industrial world, they are required to:

1. Be highly experienced and professionally qualified.
2. Have up-to-date knowledge in their curriculum area which includes the skills and processes that are essential for the world of work and Higher Education.
3. Embrace change through active partnerships with employers in their field.

4. Be willing and able to support learners as they develop the knowledge, behaviour and skills that prepare them for employment or further study, including English and maths skills.
5. Work collaboratively with others to share good practice, embrace new thinking in the sector and implement professionalism.

4.1 THE VOCATIONAL EXPERT

[The ETF Professional Standards \(2014\)](#) assert the need for vocational staff to be multi-skilled. Professional Standard 19, in particular, states: *'maintain and update your teaching and training expertise and vocational skills through collaboration with employers.'* This, succinctly, states the need for teachers and trainers who are dual professionals.

'The best vocational teaching and learning is a sophisticated process; it demands 'dual professionals' – teachers and trainers with occupational expertise and experience, who can combine this with excellent teaching and learning practice.'

[Commission on Adult Vocational Teaching and Learning \(CAVTL\) report \(2013\).](#)



The emphasis on teachers and trainers maintaining the currency of their vocational knowledge and skills and the role of employer-provider partnerships in supporting this, should be apparent throughout this guide. It is equally important to remember that dual professionalism also implies expertise in generic teaching skills, which is addressed in section 4.2.

The [Education and Training Foundation](#) website, the [Excellence Gateway](#) and [Foundation Online](#) contain a wealth of resources to support both a strategic approach to maintaining vocational currency as well as some resources that are vocationally contextualised.

4.2 THE EXPERT TEACHER

Your teachers need to gain command of the knowledge and skills that inform an employment-focused curriculum and prepare for a fast-changing world of work in the future. They must also develop skills and confidence to nurture individual learners, in developing the personal and employability skills and attributes, discussed in [Chapter 3](#).

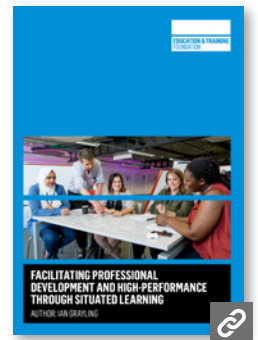
In developing expert teachers, leaders and managers should consider the ETF's influential and impactful research and subsequent piloting of the [Advanced Practitioner Development Programme](#). This

programme has led to the creation of a wealth of powerful guidance and resources to support internal, peer-supported staff development from both an operational and a strategic perspective.

At the heart of high-performing study programmes are high-performing teams comprising both delivery and curriculum support staff, together with their managers. '[Facilitating Professional Development and High-Performance Through Situated Learning](#)' emphasises the inclusion of

employers and other key stakeholders either directly as intrinsic members of these teams or in support of them.

One of a series of four guides produced to support the Advanced Practitioner Development Programme the guide argues that continuous professional development should avoid too heavy a reliance on individual training events in favour of empowering relevant staff and managers to engage in action-based (or situated) learning, research and quality improvement. A multi-professional approach is particularly suited to ensuring that the relatively complex elements of study programmes can be implemented holistically and with the synergy that is a characteristic of high performance.





TOP TIPS

- Enable staff to collaborate with each other and with employers to ensure that their vocational knowledge and generic teaching skills are current and highly effective.
- Use online networks, communities of practice and action learning sets to facilitate effective peer-to-peer staff development.
- Support and motivate your staff through coaching and mentoring processes and use of the [Thinking Environment](#).

DEVELOPMENT ACTIVITY

Establish a development process for the staff involved in your study programmes. As with learners, begin with a self-assessment activity where staff rate themselves against planned criteria. You could use the [self-assessment tool](#) created by the ETF funded #StudyGood programme as a starting point.

In addition you could use the [Professional Standards Self-Development Guide](#) to assist staff to identify their own developmental needs and the actions they will take to address these. For instance, vocational staff may be uncertain about their knowledge base in English or maths and can be directed to access resources such as those developed by the ETF's [shaping success campaign](#)²⁴. Alternatively, tutors may need to understand more about social action and should be supported through this.

RESOURCES

WEBLINKS

Outstanding teaching learning and assessment technical skills [case studies](#)

[Professional Standards for FE Teachers](#) (note standard 19)

#[StudyGood programme self-assessment tool](#)

[Teach Too](#) resources that support quality improvement in technical and vocational teaching and learning. See in particular:

- [Co-curriculum Development and Delivery Toolkit](#)
- [Case studies](#), including an example from [Reading College](#) of collaborative activity between employers and providers at practitioner level.

[Commission on Adult Vocational Teaching and Learning \(CAVTL\) report \(2013\)](#)

[Two Way street videos and resources](#) on the Excellence Gateway.

FETL Report (2018): '[Employers in the Driving Seat?](#)'

ETF Advanced Practitioner Guides

- [Creating Spaces to Think in Further Education and Training](#)
- [Facilitating Professional Development and High-Performance Through Situated Learning](#)

²⁴ An ETF suite of courses, tips and tools that support teachers and trainers in improving learners' progress in maths and English.

CHAPTER 5: WORK EXPERIENCE AT THE HEART

This chapter explores innovative approaches to work experience that will equip learners for the world of work.

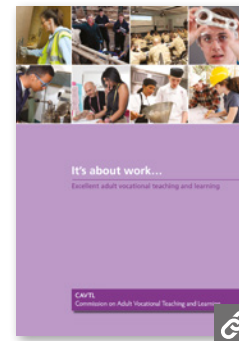
REFLECTIVE QUESTIONS:

- What forms might work experience take?
- How do you see the role of work experience in study programmes?
- What learner outcomes would you expect from work experience?
- How will you develop your employer-partner network to add value to your study programme curriculum?

5.1 HIGH QUALITY WORK EXPERIENCE

Work experience covers a range of learning opportunities in the workplace and, as such, is an essential component of the study programme curriculum. The availability of different forms of work experience necessary to meet Ofsted's expectations for a wide range of individualised study programmes, will require a broad network of employer-partners who, collectively, are willing to engage in this way.

In addition to the 'spectrum of work experience' illustrated below, employers might be encouraged to bring real examples of work activity to careers events or even into the classroom. The exchange of learning opportunities between the workplace and 'off-the-job' training can also benefit practitioners spending time with employers to update their vocational experience and to gain ideas on how to design an up-to-date and authentic curriculum. Co-operation, like this, can lead to further 'business opportunities' for your provider organisation whilst supporting the aspirations of the influential [Commission for Adult Vocational Teaching and Learning \(CAVTL\)](#). Taken even further, this may foster collaborative curriculum design, adding value to both sides of the employer-provider partnership and offering the learner a more relevant, meaningful and, therefore, engaging learning experience. CAVTL refers to this as a 'two-way street' of vocational teaching and learning.



While all study programmes require a work experience component, some make the specific call for a more substantive work placement. It is also important to note that the work experience aspect applies just as much to those learners following an A Level study programme as part of a more academic progression pathway, through to higher education.

WORK PLACEMENTS

FORMAL REQUIREMENT

Traineeship: Minimum 100 hours

Supported Internship: at least 6 months, unpaid

Other Study Programmes: work experience varies according to learners' needs and circumstances. A learner's own part-time employment can be used as long as it is included for formal skills development and monitoring.

T Level Programmes

Industry placement for a minimum of 315 hours.

A SPECTRUM OF WORK EXPERIENCE

WORKPLACE VISITS



SHADOWING IN THE WORKPLACE



TASTERS



WORK PLACEMENT

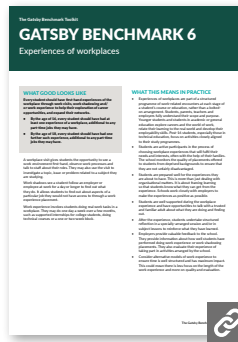


INTERNSHIP

The [Gatsby Career Benchmarks](#) offer clear guidance on how to ensure the quality of work experience, with the eight benchmarks defining what 'good' should look like.

The length of work experience will (and should) vary according to course type, learner needs and employer preferences. Overall, it should:

- be purposeful, offering challenge and relevance to the learner's study programme and career aspirations
- allow learners to apply learning (both theoretical and practical) gained off-the-job within the real work environment
- be effectively supervised to ensure learners obtain a genuine learning experience, suited to their needs
- be structured and planned throughout the placement, providing tangible outcomes for the learner and employer
- have clear roles, responsibilities and expectations for the learner and employer
- be followed by some form of reference or feedback from the employer based on the learner's performance.



5.2 THE ROLE AND PURPOSE OF WORK EXPERIENCE

The role and purpose of work experience is, and should be, more than just enabling learners to experience work. Gaining an understanding of employers' expectations of professionalism and productivity in the workplace is an aspect of experience that would be difficult to acquire in any other way. Work experience can also yield a rich vein of learning outcomes for:

- vocational achievement
- embedded and individualised maths and English
- personal and interpersonal skills development
- work discipline.



Provider organisations should not, however, assume that this is something that employers are confident or willing to do without the support of your organisation and your colleagues. This may be especially true when considering work experience or internships for learners with SEND.

A stronger focus on these wider outcomes will also help you to meet a significant number of judgement criteria as outlined in [Ofsted's Further Education and Skills Inspection Handbook \(2020\)](#), and detailed below.

DEVELOPMENT ACTIVITY

Consider how you might help employers to:

- understand the personal, interpersonal and employability skills that learners need, to become an effective employee
- engage with you to support the formative development of vocational and personal skills, in the workplace
- support the formative development of authentic and meaningful maths and English in the workplace.

How might colleagues be developed to support this way of working with employers (think particularly about the role of assessors as well as teachers/trainers)?

WORK RELATED LEARNER OUTCOMES EVALUATED BY OFSTED²⁵

Learner outcomes	Leader and manager responsibility
<ul style="list-style-type: none"> ▪ Quality of education (paras 171-191): acquire relevant and current expertise; learn and apply the 'professional language' of the vocational specialism; achieve (beyond qualifications) wider skill outcomes necessary for their next stage of education, training or employment. ▪ Behaviour and attitudes (paras 192-201): clearly understand and comply with expectations for behaviour, both off and on-the-job, including attendance and punctuality and reflecting your high expectations which are consistently and fairly implemented. ▪ Personal development (paras 202-207): understand the British values of democracy, individual liberty, the rule of law and mutual respect and tolerance; be able to thrive together, valuing diversity and developing personal traits, dispositions and virtues that support motivation and guide their conduct and help to ensure future social and economic wellbeing; able to succeed in their chosen career, through effective careers advice and contact with employers. 	<ul style="list-style-type: none"> ▪ Leadership and management (paras 208-222): ensure that learners can benefit from effective teaching and high expectations, whether at work, or with subcontractors and when training off-the-job. Engage with all stakeholders, including employers, to plan and support education and training and enhance the effectiveness of provision. Note: this also relates to the enhanced focus on curriculum design, delivery and evaluation described in 'quality of education'. Inspectors will be looking for a strong curriculum that has strong intent, is consistently strongly implemented and results in strong impact (para 189).



²⁵ Ofsted (2020) *Further Education and Skills Handbook*. Crown

5.3 BUILDING AND MAINTAINING EMPLOYER-PROVIDER PARTNERSHIPS

Provider organisations need the confidence to establish and maintain effective relationships with a broad spectrum of employers to support high-quality work experience and to design learning that reflects current industry practice. Many providers, however, hold 'self-limiting' beliefs that employers are unwilling to engage in this way and this, inevitably, gives rise to a disabling 'self-fulfilling prophecy'.

Employer commitment to study programmes will likely depend on their perception of the value it adds to their productivity and financial viability. In addition some will be driven by less tangible factors such as motivation and satisfaction. The more obvious benefits for employers are captured in the following boxes.

CAREERS MARKETING AND SPOTTING TALENT

- Offering open-days, work tasters, or shadowing opportunities.
- Contributing to careers events.
- Evaluating learners as they rotate through a short work-experience placement.
- Offering a longer work placement to evaluate potential apprentices or employees.
- Offering an Internship (supported in the workplace, for students with particular or special needs).
- Supporting the development of a young person (16-19) who is already employed, part-time, by enrolling them with a study programme provider.

DEVELOPING THE FUTURE WORKFORCE

- Helping to develop the pool of skilled candidates needed for their future workforce.
- Supporting local providers in the design of study programmes that, more closely, mirror the needs of potential employees and the employer's productivity needs.
- Bringing production or service delivery problems into the classroom or workshop to enable staff and learners to work on them.
- Working through/with sector bodies to design new technical and applied qualifications relevant to current and emerging sector needs.

STRATEGIC ORGANISATIONAL DEVELOPMENT

- Contracting with the study programme provider organisation for other aspects of wider staff-development (for example administration, management, mentoring, etc).
- Ensuring the supply of skilled labour.
- Raising their profile within the local community and accessing opportunities for new funding streams, through partnership with provider organisations.





TOP TIPS

- Critically evaluate the availability and breadth of work experience that you currently offer to your study programme learners.
- Work with senior management and careers professionals to develop and implement an Employer Engagement Strategy, if you don't yet have one.
- Develop a marketing strategy to engage employers and/or the support of local employer representative groups such as Chambers of Commerce and Local Enterprise Partnerships.
- Plan staff development needs in relation to establishing and maintaining high-quality employer partnerships.
- Consider how you will use the potentially rich source of learning outcomes that can be achieved by learners on work experience (including how you will collect and curate this information).

DEVELOPMENT ACTIVITY

- Conduct a review of how you currently market to, and induct, employer-partners – do employers fully understand the benefits and responsibilities of engaging with study programmes?
- Consider innovative ways in which you could enhance your relationship with your employer-partners by offering additional, added-value services that support their business or service operations (for example additional bespoke staff training).
- (Re-) evaluate the role of assessors, who operate at the interface with your employer-partners, to consider any development they may need in building effective employer engagement.

RESOURCES

WEBLINKS

AoC Industry placements [guidance resources](#) (particularly the 'How to' section for providers).

Commission for Adult Vocational Teaching and Learning (2013) [It's About Work](#)

DfE principles for [high quality industry placements 2019-2020](#)

ETF [Study Programmes: Building future capability and capacity – A Guide for Employers](#)

#iWill guide for employers about social action: ['Inspiring and enabling youth social action Perspectives from business: A practical guide by employers for employers.'](#)

National Institute of Adult Continuing Education (NIACE): ['Catching Confidence'](#) offers a good starting point for learners to talk about their own confidence levels and to record the impact of employer events

NFER: [How to provide meaningful experience of the world of work for young people as part of 16 to 19 study programmes](#)

Ofsted (January 2020) [Further Education and Skills Inspection Handbook](#)

CHAPTER 6: TARGET SETTING AND TRACKING LEARNER PROGRESS

This chapter considers how target setting and progress review can help learners on study programmes to become more actively engaged.

Building learner achievement is the core aim of all teaching and learning, so it is not surprising that effective goal setting, *stretch-and-challenge*, effective formative assessment, differentiation and individualisation are the perennial focus of both positive and adverse inspection outcomes.



REFLECTIVE QUESTIONS:

STAGE 1: What factors impact most on learner achievement?

Consider:

- how your colleagues teach/train (pedagogies/teaching strategies)
- the learners (attitudes, beliefs, etc)
- how you currently organise the delivery of teaching or learning support (curriculum design, programme structure and environment, etc).

Note: a key principle at this stage is creative-thinking, uninhibited by premature judgements of what, you believe, cannot be changed or improved.

STAGE 2 (Pareto Principle): this well-established principle predicts that of all the factors you have identified, around 20% (one-fifth) of them will be responsible for around 80% of the impact on learner achievement. So, of the factors you have identified what would be the 20% that leads to the most impact on learners' achievement?

STAGE 3: now reflect on those 20% most impactful factors and, for each, consider:

- Are you doing the right things (in the right way)?
- If not, what would right or better 'look like'?
- What, realistically, could be changed to achieve a 'better' way?

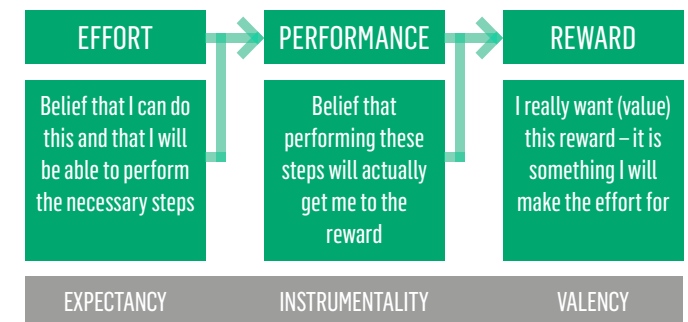
6.1 ENGAGING AND MOTIVATING LEARNERS ON STUDY PROGRAMMES

MEANINGFUL LEARNING – AUTHENTICITY OR REALISM

Learners (and every one of us) want to know the reason for what we are being asked to do and its value to us, personally, before we willingly engage. Vroom's (1964)²⁶ theory indicates that without this incentive, motivation will be low.

Learning activities that appear to lack real-work or real-life relevance, are less likely to be valued, whereas learning activities perceived as having authentic or realistic outcomes/goals are more likely to arouse a commitment of time and effort. This, together with our belief that we will be able to achieve the goal, is the essence of expectancy theories of motivation.

VROOM'S EXPECTANCY THEORY



²⁶ Vroom, V.H. (1964). *Work and motivation*. San Francisco, CA: Jossey-Bass

EFFECTIVE GOAL SETTING: WHOSE GOALS?

Motivation lies at the heart of learner achievement and agreeing learning goals with learners is an established and evidence-based approach to encouraging that engagement. Further, it can be argued that goals set by learners are far more likely to be met than if learners feel that they are 'being done-to'. There are, however, two overriding, and sometimes incompatible, reasons why we set learning goals:

Reason 1: to provide learners with direction, focus and motivation.

Reason 2: to fulfil Ofsted and funding agency audit requirements (defining, for example, the core aims of an individualised study programme).

'How learners see the goals of engaging in a learning task determines the direction in which effort will be made and how they will organise and prioritise (or not) time spent for learning... Goals will only be selected if they are understood, appear achievable, and are seen as worthwhile...'

[NRDC \(2009, p.43\)](#)

Incompatibility is likely to arise when learning goals, set for administrative purposes (Reason 2) are used as a proxy for providing impetus and direction to learners (Reason 1). This can, and does, happen

when learning goals are set and reviewed on programme by 'progress coaches' as little as three times, in lieu of proper formative assessment.

Learning goals set to encourage progress and achievement are much more short-term and directed at the learning immediately, at hand. Longer-term objectives (such as those that are SMART) are important, however, in helping learners to understand the relevance of their current short-term learning goals and activities.

'...We know from the formative assessment literature that all too often learners have very little idea of what and why they are 'learning' something and how important the sharing of learning objectives with learners is (Black and Wiliam 1998a). Our own work elsewhere suggests that one effective approach is the sharing of learning objectives via a process of negotiation with learners during the process of learning (Hodgen and Marshall 2005).'

[NRDC \(2009, p.33\)](#)

Learning is also more meaningful and relevant (and, hence, more motivating) when feedback on performance is 'designed into' every learning activity (i.e. it is formative, rather than dependent on future tests of attainment). Learners who lack self-belief and resilience are unable to argue that they

'can't do it' when required to monitor and evaluate their progress as part of a well-sequenced and appropriately staged learning activity.

The motivational power of recognising 'small wins' cannot be overstated (see [Harvard Business Review, 2011](#)). All of this reinforces the need for effective and timely feedback and one-to-one progress reviews for learners on study programmes (with contributions from all stakeholders, such as employers and parents/guardians). At the heart of this process should be an effective ILP which is used and updated, continuously as a 'living document' and narrative of learners' aspirations, distance travelled and next steps. These issues are explored further, in relation to Assessment for Learning, in section 6.2.

REFLECTIVE QUESTIONS:

1. To what extent do colleagues help learners reflect on the relevance of what they are learning to real-work/life and their overall aims and aspirations?
2. How confident are teaching colleagues about integrating learners' own examples, drawn from work and life experience, into off-the-job delivery?
3. To what extent is Assessment for Learning embedded in colleagues' teaching practice?

THE BREADTH OF LEARNING GOALS

From the mid-1980s for nearly two decades, life and social skills development were an integral part of 'taught' vocational education and training delivery. Since that time, its inclusion, as an integral part of the vocational curriculum, has become more and more side-lined to be delivered as 'enrichment', often through worksheets and facilitated by non-teacher-trained colleagues. Study programmes, Ofsted and a strong employment focus now require a more structured approach to facilitating personal development, together with the behaviours and attitudes conducive to future economic and social success.



REFLECTIVE QUESTIONS:

- Is it 'safe' to assume that personal effectiveness in the workplace and society will be developed by work experience alone?
- What role might the employer play in supporting structured formative assessment of this wider-skills development?
- How will these wider, non-vocational outcomes be developed, off-the-job, and who will be responsible for that?
- What professional development might colleagues need to be confident and competent to support the development of positive behaviours, attitudes and personal skills?
- Social action is seen as an important aspect of building effective behaviours, attitudes and social skills. How might your provision support this (possibly, with the assistance of employers and partners)?

6.2 EFFECTIVE ASSESSMENT FOR LEARNING (AfL)

Recent research²⁷ carried out by the ETF into the efficacy of current assessment and tracking processes concluded that formative assessment (more accurately described as Assessment for Learning) is often misunderstood as periodic testing of knowledge and skills gained prior to that point. AfL, properly conducted requires learners to engage with monitoring, evaluating and reviewing their own (and their peers') learning, as it happens. We now know this enables them to see, more clearly, how they are overcoming obstacles and achieving incremental steps towards agreed learning goals. When learners record their own progress, reflecting on experiences of overcoming difficulties, they build resilience and challenge negative self-belief.

'...the aim of assessment is primarily to educate and improve student performance, not merely to audit it. I use the terms auditing and audit test to describe checking up on activities after they are over, as accountants audit a business's books to check that all the financial records match over a fiscal year...'

Wiggins (1998, p.7-8)²⁸

²⁷ Education and Training Foundation. *Assessment for Learning: Effective Practice Guidelines* (Accessed 13/01/20)

²⁸ Wiggins, G. (1998). *Educative Assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey Bass

KEY FEATURES OF EFFECTIVE AFL

Key feature	Application in practice
1. AfL should be an integral part of the design of every learning activity.	<p>This will require learners to monitor and evaluate their own progress. This is particularly supported by:</p> <ul style="list-style-type: none"> ▪ learners' understanding of both collective and individual goals ▪ peer support and assessment ▪ simple but effective learning logs ▪ digital and mobile technologies and learning apps.
2. AfL identifies needs, for every learner, whether individually or in a cohort.	<p>Assuming 1, above, learners who have not engaged become 'visible' and the teacher/trainer role is more to:</p> <ul style="list-style-type: none"> • validate progress rather than record it • intervene diagnostically where it is needed.
3. AfL works best where learners can pursue individual learning pathways.	<p>Try setting collaborative (authentic/realistic) challenges involving diverse vocational and personal skill outcomes, enabling individual learners to determine their own personal challenges within the overall project. (Note the relevance of this to the ethos of study programmes.)</p>
4. Learners should reflect on (immediate) learning goals at the start of every learning activity or period.	<p>Teachers/trainers need to allow learners time to:</p> <ul style="list-style-type: none"> ▪ understand the (collective) learning goal, in relation to their longer-term programme outcomes ▪ identify personal learning opportunities that can be developed within the overall, collective learning goal (e.g. 'how might you develop your own English target today when we work on writing an informative report on the provision of a local health provider?') ▪ reflect on their individual progress on both individual and collective roles ▪ record (simply) what they need to achieve to enable them to evaluate and review their progress (for example – 'what went well' and 'even better if...')
5. AfL is the foundation of truly valid and reliable data for MIS and quality review purposes.	<p>Processes need to be implemented that enable individual learner data (driven by learner-led logging) to be:</p> <ul style="list-style-type: none"> ▪ evaluated and reviewed in relation to course-level targets and predicted grades ▪ aggregated to support monitoring, evaluation and review reliable, real-time management information.

6.3 MAXIMISING ACHIEVEMENT THROUGH INDIVIDUALISATION, STRETCH AND CHALLENGE

Individualising learning, when teaching whole groups, by differentiating tasks and learning outcomes can be demanding and time consuming. It also generates the additional challenge of how best to move on with the increasingly 'spikey profile' of diverse learning needs within the same study programme group. The EIF (p.48) emphasises the need for teaching to be adapted according to individual need but without unnecessary, time-consuming, individual approaches to presenting subject matter.

A substantial *collaborative challenge* enables learners to develop new skills (and reinforce existing ones) through authentic or realistic projects involving problem-solving and teamwork (with peers or workplace colleagues). Collaboration adds to the 'engagement dynamic' and enables individuals to assume roles best suited to their needs whilst still working to a common goal or outcome. *Stretch and challenge* then becomes an intrinsic outcome of the learning activity and makes proper AfL both meaningful and invaluable.

This approach to learning design also supports group-based learning when learners are at different stages of their development due to roll-on/off delivery rather than in single, start-date cohorts.

NEED 'STRETCH AND CHALLENGE'? THEN, DESIGN A CHALLENGE!

Specifically, design a collaborative challenge where collaboration may be with a group of peers, in the classroom, or with others in the workplace.

Challenges may be:

- *generic* (design, carry out, analyse and report on a 'survey'; plan and manage an 'open day') and contextualised to any work or life situation
- *vocationally contextualised or embedded* (deconstruct a sofa and identify potential savings in production costs; identify who in the group has the best value mobile phone contract).

Such activities are inherently more meaningful and relevant. They are peer supported and naturally differentiated (e.g. by team roles, diverse experience and capabilities) and they free the teacher/trainer to assume a more facilitative role.

Collaborative challenges can be used for initial assessment, formative development and summative assessment. They provide a spiral curriculum, enabling (individualised) reinforcement and deepening of knowledge and skills.

6.4 ACHIEVEMENT DATA

Valid and reliable data is an indisputable basis for demonstrating learner progress and achievement. Irregular and infrequent target-setting and review does not, and cannot, lead to valid and reliable achievement data. Neither can infrequent 'summative' testing of achievement. Valid and reliable data originates in monitoring real achievement, as it happens, and proper AfL is the obvious way to do this. It is also essential that the development of learners' personal and interpersonal skills and attributes (rather than a narrow focus on vocational or academic development) are harvested at the individual level, so as to evidence the wider value-added outcomes of study programmes.

'Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision-making improves, and students become more aware of their own performance. A significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of outcome measures, and thus useful for a wide range of instructional decisions.'

Safer and Fleischman (2005)²⁹

²⁹ Safer, N. and Fleischman, S. (2005) *Research Matters / How Student Progress Monitoring Improves Instruction*. Educational Leadership. Vol.62:No.5. How Schools Improve. ASCD: p.81-83

Guidance, by the Skills for Life Improvement Programme (2008)³⁰, on how AfL should feed into an ILP, recommended that:

'Assessment for learning is the main process by which you and the learner will keep the ILP up to date. You can draw on assessment for learning to:

- *review progress against targets*
- *celebrate progress and achievements*
- *identify new targets*
- *inform teaching and learning strategies*
- *involve learners in setting their own individual targets and learning contexts.'*

This document goes on to describe possible ways in which the ILP, as a 'living' and evolving record of the learner journey, can inform organisational performance management as well as the work of teachers and learning support staff. It recommends that tracking should be learner-led and that ILPs should be a dynamic working document, owned by the learner.

Guidance for assessment and learning

'Record the outcomes of assessment for learning in the ILP. Encourage learners to complete the record themselves, with support if necessary. Learners need to feel they own their records. Ask them to record a review, but if you write it up, make sure you use language that the learner understands.

- Ensure that the record stresses the positive and notes the learner's achievements, not just the next challenges.
- The record should also note what was discussed, record important points made – acknowledging the learner's contribution – and clearly state agreed future action.
- Recording also acts as reinforcement and can play a part in maintaining learner motivation. The written record is tangible proof of what the learner has achieved.
- Records of reviews will help both you and the learner to take a longer-term view. They demonstrate how far the learner has travelled since starting their programme.
- An effective ILP is at the heart of assessment, learning, support and achievement. It helps the learner to become an active, motivated partner in learning.'

Skills for Life Improvement Programme (2008)

TOP TIPS

- Consider how you can enhance learners' perceptions of the value of your study programmes by ensuring that the delivery and content clearly relates to real work and life contexts.
- Review your formative assessment practices to ensure that they include proper Assessment for Learning.
- Consider the potential for increasing the amount of collaborative, challenge-based learning in off-the-job delivery and explore its potential for individualising learners' study programmes.



³⁰ Skills for Life Improvement Programme (2008) *Assessment for Learning: Guidance for assessment and learning* (No.5). QIA.



DEVELOPMENT ACTIVITY

Establish a working group or 'roundtable' of relevant managers, teachers/trainers, assessors and MIS colleagues to determine how best to:

- ensure that individual progress data can be collected as learning happens (off-the-job or during work experience)
- garner individual learner progress and aggregate it to support highly reliable and up-to-date MIS data.

RESOURCES

Claessens, L.C.A, Tartwijk, J. van, Want A.C. van der, Pennings, H.J.M, Verloop, N., Brok, P.J. den, Wubbels, T. (2017) *Positive teacher–student relationships go beyond the classroom, problematic ones stay inside*. Journal of Educational Research.

Coe, R., Aloisi, C., Higgins, S. and Major, L.E. (2014) *What makes great teaching? Review of the underpinning research* Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major

Safer, N. and Fleischman, S. (2005) Research Matters / How Student Progress Monitoring Improves Instruction. Educational Leadership. Vol.62:No.5. How Schools Improve. ASCD: p.81-83

Vroom, V.H. (1964). *Work and motivation*. San Francisco, CA: Jossey-Bass

Wiggins, G. (1998). *Educative Assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey Bass

RESOURCES

WEBLINKS

ETF Assessment for Learning – [Effective Practice Guidelines](#)

ETF five short videos exemplifying [AfL monitoring and tracking](#)

ETF Study programmes: [Monitoring Learner Progress Resources](#)

ETF checklist: [Managing learner progress through Study Programmes](#)

Resources to support collaborative challenge-based learning:

- > [Challenge Based Learning](#)
- > Nichols, et al (2008), [Challenge Based Learning White Paper](#)
- > [Challenge-Based Learning: an approach for our time](#)

Theories and strategies to motivate and engage learners

- > [Expectancy Theories](#)
- > [8 Motivational Theories and their implications for the classroom](#) (note Expectancy Theory no. 7)
- > Pearson: [How to improve student engagement with Assessment for Learning](#)
- > [Engaging learners through personalising 'challenge' \(USA video\)](#)

This chapter focuses on the quality management of your study programmes.

REFLECTIVE QUESTIONS:

- How does the (2019) EIF inform the quality requirements for study programme design and delivery?
- How are governors engaged in the quality process?
- How do funding agency requirements impact on compliance and the quality of study programme delivery?
- How do you effect change?

The [Further Education and Skills Inspection Handbook](#) (January 2020³¹) calls for leaders and managers to have 'the highest expectations of all learners... including those who are difficult to engage'. It also requires the design and delivery of (*strong*) study programme curricula that have *strong intent*, **implementation** and **impact** whilst also being flexible so as to adapt to fit the needs of each individual learner. This requires:

- a) knowledge of what **excellence** looks like
- b) clarity about the **judgement criteria** against which study programmes will be measured

- c) a robust process of **monitoring and review** that leads to continuous revision and improvement
- d) leading and managing this process with **expert precision**.

Curriculum Design

- **Content** – what do the learners experience and learn?
- **Structure** – what are the curriculum components and how do they fit together?
- **Sequence** – what is the best order of events for learners?
- **Narrative** – what is the actual story of what has happened?

7.1 LEADING ON QUALITY

[Ofsted's 2014 review of the early implementation of 16 to 19 Study Programmes](#) recommends that a senior leader, with accountability for full implementation of study programmes in the organisation, should lead planning and implementation. Their approach should focus strongly on curriculum intent together with the quality indicators, staff development needs and governance necessary to support it.



Leading planning and implementation

Factors to consider.

1. Study programme intent, in relation to your organisational values and 'sense of purpose'.
2. Quality indicators that arise from that intent.
3. Key aspects of curriculum design to meet the intent of the programmes.
4. Mechanisms of governance, necessary to support and critically evaluate progress in the above.
5. The development needs of staff and all relevant stakeholders.
6. The impact of inspection and funding streams on achieving those quality indicators.

³¹ Ofsted (2020) Further education and skills inspection handbook. Crown. ([Accessed 13/01/20](#))

7.2 DEFINING EXCELLENCE

Ofsted's identification of 'overall effectiveness' is a good place to start when assessing the quality of your study programmes. Understanding the evaluation schedule and associated grade descriptors will help you to appraise the quality of the provision.

The latest version of the inspection framework re-defines 'quality', applying it to the quality of the learner's experience, as a whole, rather than simply 'teaching and learning'. This has the effect of refocusing quality judgments more holistically into a full review of the entire learner experience. The emphasis on a strong curriculum, having strong intent, implementation and impact broadly aligns with the stages of your planning and delivery which are:

- before the programme starts (intent)
- during the programme (implementation)
- after the programme (impact).

Monitoring, evaluating and reviewing the 'strength' (in Ofsted's words) of your study programme curricula will require a clear, unambiguous and coherent approach.

Key judgements within the EIF	Study programme components that support these key judgments
Quality of education	<ul style="list-style-type: none"> ▪ Curriculum content and learner-centred approaches ▪ Learner acquisition of skills and knowledge ▪ Work experience and employment opportunities ▪ Achievements and progression ▪ Teacher and trainer skills, knowledge and professionalism
Behaviour and attitudes	<ul style="list-style-type: none"> ▪ Development of: <ul style="list-style-type: none"> ➤ learner responsibility and employability ➤ learner hopefulness, motivation, self-belief and future vision
Personal development	<ul style="list-style-type: none"> ▪ Social action and enrichment ▪ Autonomous and active learning
Leadership and management	<ul style="list-style-type: none"> ▪ Vision and ambition ▪ Aims, principles and standards ▪ Curriculum design and planning ▪ Staffing and professional development ▪ Collaborative teamwork ▪ Programme promotion and networking ▪ Employer engagement ▪ Monitoring and review ▪ Continuous improvement ▪ Celebrating success

STAGE 1: BEFORE THE PROGRAMME (INTENT)

It is important for you and your team to have clear goals and strategies for the learners, together with reliable options for individualising your programmes.

REFLECTIVE QUESTIONS TO SUPPORT MONITORING, EVALUATION AND REVIEW

How do you ensure your study programme curriculum is:

- widely promoted and understood by all stakeholders?
- relevant to local, regional (and national) priorities?
- well-planned and is progressively developing knowledge and skills?
- inclusive of every learner, including SEND learners and those with high needs?
- capable of tailoring to individual needs?

**RESOURCES TO HELP YOU**

- **Dudley College:** [Curriculum Modelling Tool](#) – mapping your curriculum and identifying key points for monitoring and review.
- **Hull College:** [Progression Passport and Curriculum Planning](#) – may be a helpful starting point.
- **Cambridge Regional College:** [Passport to Success](#)

USEFUL SELF-ASSESSMENT TOOLS

Self-assessment can help you and your team gauge your readiness for study programme delivery and to identify areas for development. There are many examples available of self-assessment processes already tried and tested, such as:

- **AELP:** [Study Programmes Modelling and Operation](#). Each section of the guide ends with a useful checklist for leaders and those involved in governance to consider
- [A self-assessment tool](#) created specifically for the ETF funded #StudyGood programme
- Two self-assessment tools produced by the ETF to determine [readiness to deliver T Levels](#) that could be adapted to study programmes.

STAGE 2: DURING THE PROGRAMME (IMPLEMENTATION)

Monitoring and reviewing 'implementation' covers much of the ground that has been addressed in previous chapters. In short, how effectively do teachers and managers meet the intent of the curriculum?



REFLECTIVE QUESTIONS TO SUPPORT MONITORING, EVALUATION AND REVIEW

How do you ensure that:

- learning programmes are planned to meet curriculum aims?
- learners' work embodies your curriculum aims and is consistently challenging at a level of demand appropriate to their needs and the stage of their learning journey?
- staff have relevant and current expertise and are supported if they are required to teach knowledge and skills that are not in their main area of expertise?
- learning delivery is supported by effective assessment that checks understanding, clarifies misconceptions and enables differentiated 'next steps', without being burdensome?
- learners are encouraged to use the 'professional language' of the vocational specialism?
- learning-support staff collaborate with each other and with wider teams to support all learners?
- learners are supported to apply, consolidate and integrate knowledge and skills, developing deeper and wider understanding, vocational independence and mastery?
- learning-support staff create a 'climate' which is conducive to learning?
- learning materials and resources support sequentially planned curriculum delivery and support future economic and social wellbeing?



STAGE 3: AFTER THE PROGRAMME (IMPACT)

Destination data, though sometimes hard to come by, is nevertheless essential. A valid and reliable measure of impact is necessary for evaluating whether your aims for the programme have been achieved and what future adjustments you need to make. Tracking destination data will mean a systematic follow-up process that covers at least the first six months with periodic checks beyond.

REFLECTIVE QUESTIONS TO SUPPORT MONITORING, EVALUATION AND REVIEW

You will need to ensure that achievement is good across a broad and rich curriculum. So, how will you know that:

- rates of achievements are good – that learners make sustained progress from initial assessment through to the completion of their courses (including SEND and high-needs learners)?
- beyond qualification and/or standards achievement, learners are ready for their next stage of education, training or employment?
- SEND and high-needs learners achieve greater independence and autonomy?
- post study programme, learners have been able to maintain either –
 - > sustained employment?
 - > higher-level education and training?
 - > an apprenticeship?

7.2 THE IMPACT OF EDUCATION AND SKILLS FUNDING AGENCY (ESFA) FUNDING REQUIREMENTS ON MANAGING STUDY PROGRAMME QUALITY

In August 2013, changes to the funding of 16 to 19 education were introduced to support the introduction of study programmes. It is important to note that funding is allocated per student for a whole programme, rather than per qualification. It covers all planned hours, including non-qualification activity such as work experience and social action. See the [ESFA's funding rates, formula and regulations](#), for more information. This document also outlines the ESFA's expectations regarding: what is eligible and ineligible provision; definitions of qualification and non-qualification (funded) hours and their recording; evidence of progression. Further guidance on accountability and performance measures can be found at [16 to 18 accountability headline measures](#).

7.3 THE ROLE OF GOVERNANCE

The 'critical-friend' role of your governing body is, as ever, an important and, potentially, highly effective catalyst for monitoring, evaluating and reviewing your study programme offer, from strategic intentions through to operational delivery. Ofsted (2014, p. 8-9) provides a useful overview of study programme

Potential areas for scrutiny and governance

1. Ensuring that monitoring, and evaluation of learners' programmes are frequent enough to respond to individual needs as they arise.
2. Checking that individual progress reviews are effective and timely, that they support learners to remain on-track and to be prepared for the next steps in their career plans.
3. Confirming that learners working at level 1 and below, who are not ready to take a substantial qualification:
 - have work experience and work preparation as their core aim, alongside English and maths
 - are able to progress to level 2, as soon as they are ready, within the year
 - are making demonstrable progress towards traineeships, apprenticeships, further education, training or employment.
4. Monitoring that the number of learners at 16 progressing onto level 2 programmes, with a substantial vocational qualification, is increasing.
5. Ensuring that programmes for these learners have a clear focus on English, maths and work experience.
6. Checking that learners on programmes at level 2 and 3 have sufficient and suitable work-related activity and external work experience.
7. Verifying that learners studying at level 3 have opportunities for relevant non-qualification and work-related activity to develop their personal and employability skills.

quality that could form the basis for a critical review of delivery, conducted by a nominated study programme lead on the governing body. Potential areas of scrutiny that governors could become involved in leading are outlined in the table above.



TOP TIPS

- Establish with your team a vision of what excellence looks like.
- Know the Ofsted judgement criteria against which the quality of your study programmes will be measured.
- Establish a robust monitoring and review process that leads to continuous revision and improvement.
- Establish how you will demonstrate your intent for study programmes, the nature of their implementation and the impact they have on learners and learning.
- Keep governors informed about study programme reforms and associated progress and challenges in their implementation.
- Communicate Ofsted's expectations for study programmes widely within your provider organisation and key partners and enlist their support in meeting them.
- Prioritise employer and learner feedback.
- Expect the implementation of high-quality study programmes to challenge existing practice – consider all aspects of change management, including the potential for both cultural and infrastructural barriers and how these can be mitigated.

DEVELOPMENT ACTIVITY

Evaluate where you are as an organisation in your implementation of study programmes using the following prompts. This activity can be completed in a variety of ways, for example by groups of managers or by curriculum teams.

1. How aware are you of the different types of study programmes that are available and the flexible ways they can be designed to meet the needs of your learners? (For example, their intent, levels, requirements, progression opportunities)
☐ Fully ☐ Partially ☐ Need to be more aware
2. How aware are you of the quality indicators that Ofsted and the ESFA will use in judging your provision?
☐ Fully ☐ Partially ☐ Need to be more aware
3. How confident are you that all aspects of your current study programme curriculum meet the quality indicators, as above?
☐ Very confident ☐ Reasonably Confident
☐ Need to be more confident
4. How informed are governors about study programmes so that they can support and critically evaluate their implementation?
☐ Fully ☐ Partially ☐ Need to be more aware
5. How aware are you of the development needs of delivery staff, managers and governors in relation to your Quality Improvement Plan or organisational development strategy for study programme delivery?
☐ Fully ☐ Partially ☐ Need to be more aware

RESOURCES

WEBLINKS

Impetus: [The Road Most Travelled? The 16-19 journey through education and training](#). The Private Equity Foundation (Impetus-PEF)

Education and Skills Funding Agency [funding rates, formula and regulations](#)

Ofsted (2020) [Further education and skills inspection handbook](#)



This chapter suggests how to prepare for the future by being aware of new developments that are emerging at level 3 and below.

REFLECTIVE QUESTIONS:

- What is coming next in the sector and how should you prepare?
- How will study programmes feed into the new T Levels?
- What are the prospects for level 2 learners?
- What are the prospects for level 1, entry level and SEND learners?

'If we are to address skills gaps, we need a system that will encourage students to aim high and to progress to qualifications that will lead to better outcomes.'³²

DfE (2019)

This is a time of significant change in the Further Education and Training sector, so 'change management' processes must be built into all future planning. In particular, the introduction of the T Levels at level 3 will shape those study programmes where progression to T Levels is the main aim for the learner. It is essential for leaders and managers to be fully aware of level 3 programme principles and content, if their programmes at level 2 and below are to enable learners to progress.

8.1 QUALIFICATIONS – REVIEW AND REFORM

In 2019, following the Wolf review of 2011, the Department for Education conducted a post-16 qualifications review which criticised the current 'churn/repeat learning syndrome' that stifles the motivation of learners at level 2 and below. At the same time, they blamed 'poor quality qualifications', at this level, for learners' lack of direction. They argued that 'a coherent and streamlined system'³³ is needed which has resulted in a revised level 3 qualification offer, with more reform at level 2 and below to follow.

8.2 T LEVELS

The level 3 portfolio of qualifications that includes A Levels, apprenticeships, T Levels and currently applied generals aims to address the government call for high level technical education that will grow our economy and respond effectively to significant skills shortages in pockets across the country.

T Levels³⁴, in particular, have been developed as a high-quality technical education route with the express purpose of attracting level 2 achievers. T Levels run from September 2020 with selected providers only, and then from September 2021 with an increased range of disciplines. Progress will be strictly monitored, and leaders and managers will need to stay abreast of changes in content and thinking that may, in turn, have impact upon the study programmes delivery.



³² [Level 3 quals and below in England](#)

³³ DfE (2019) *Review of post-16 qualifications at level 3 and below in England: the current system and the case for change*. Crown. ([Accessed 13/01/20](#))

³⁴ DfE (2019) *Guidance: Introduction of T Levels* ([Accessed 10/01/20](#))

An important new development is the T Level Transition Programme³⁵ for 16-19 year olds which offers full-time development to those 16-17 year olds who have the potential to succeed at T Levels but are not yet ready. It is to be introduced through phased implementation from September 2020 and will form a significant function in your overall study programme offer. It is currently being launched through a limited range of providers which, as with T Levels, will be extended from September 2021.

8.3 LEVEL 2 AND BELOW

Study programmes will continue to evolve over time and will be influenced by the reform of qualifications which is still in progress. There is still a long way to go in building programmes that channel lower level learners' knowledge, skills and behaviour into a genuine pathway to work. This is the great challenge and is hugely dependent on employer involvement and detailed knowledge of the labour market and its requirements.



8.4 THE FUTURE FOR STUDY PROGRAMMES

Study programmes give shape to your 16 to 19 provision and are, likely, here to stay. Definitions of these programmes, and in particular of transition programmes, may become more precise or more flexible as time passes. Changes to curriculum, structure and philosophy may be required in response to future DfE directives, funding guidance and Ofsted reports.

RESOURCES

Allan, T., Rodger, J., Dodd M. and M Cutmore (2016) *Effective practice in supporting Entry/Level 1 students in post-16 institutions (2015/27)*. DfE.

WEBLINKS

DfE information on [T Levels](#)

DfE: [Review of post-16 qualifications at level 3 and below in England: the current system and the case for change](#)

Education and Skills Funding Agency: [T Level Transition Programme. Supporting young people to progress onto and succeed on a T Level](#)

ETF: [T Level information and professional development support](#)

TOP TIPS

- Sign up to regional and national events to prepare for T Level implementation.
- Access the [professional development support](#) being provided by the ETF for teachers, trainers and leaders who will be delivering T Levels.
- Identify the knowledge, behaviour and skills that prepare learners for T Levels and explicitly incorporate, as appropriate, into your study programmes.
- Stay abreast of developments in qualifications at level 2 and below.
- Keep abreast of government circulars and Ofsted reports that impact on study programmes and be prepared to respond and change.
- Make it your business to build a growing portfolio not only of employment opportunities for these learners but of success stories³⁶ from which you can learn and shape practice.

³⁵ ESFA (2019) *T Level Transition Programme: Supporting young people to progress onto and succeed on a T Level*. Crown. ([Accessed 13/01/20](#))

³⁶ Allan, T., Rodger, J., Dodd M. and M Cutmore (2016) *Effective practice in supporting Entry/Level 1 students in post-16 institutions (2015/27)*. DfE ([Accessed 13/01/20](#))

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