

# Planning and delivering level 2 study programmes in the active leisure sector

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# Funding headlines for 2019 to 2020

- ❑ Current funding rates maintained for 16 and 17, and 18 year old students
- ❑ English and maths condition of funding maintained
- ❑ All students recorded on a two-year academic or vocational programme will be treated as retained in their first year if they have completed that year (otherwise penalise providers introducing new linear qualifications)
- ❑ Some new investment in 16-19 education
- ❑ Consultation on funding rates for new T levels

# New investment in post-16 education

- ❑ Funding of up to £20 million over the 2 years to March 2020 to train and prepare post-16 teachers for T levels – TLPD and Taking Teaching Further
- ❑ Up to £74 million in 2019 to 2020 financial year to build capacity to deliver work placements for 16 to 19 students
- ❑ £50 million to improve post-16 basic maths through new Centres of Excellence and the basic maths premium pilot
- ❑ £16 million for the advanced mathematics support programme which provides CPD, resources and support to improve teaching and increase participation in post-16 maths education
- ❑ Additional payment for each additional student taking a level 3 maths qualification (compared to the baseline year of 2018/19)
- ❑ £38 million in capital funding for the first providers of T Levels to fund equipment and facilities, to be allocated in 2019 to 2020 and 2020 to 2021 ( ... but not for training providers!)

# Planning level 2 study programmes

## Destinations

- Career education, information, advice and guidance
- Transition from key stage 4
- Initial assessment and induction

## Study Programmes

- Holistic and personalised approach
- Qualification and non-qualification hours
- Personal development, behaviour and welfare
- Teaching, learning and assessment
- Learning and learner support

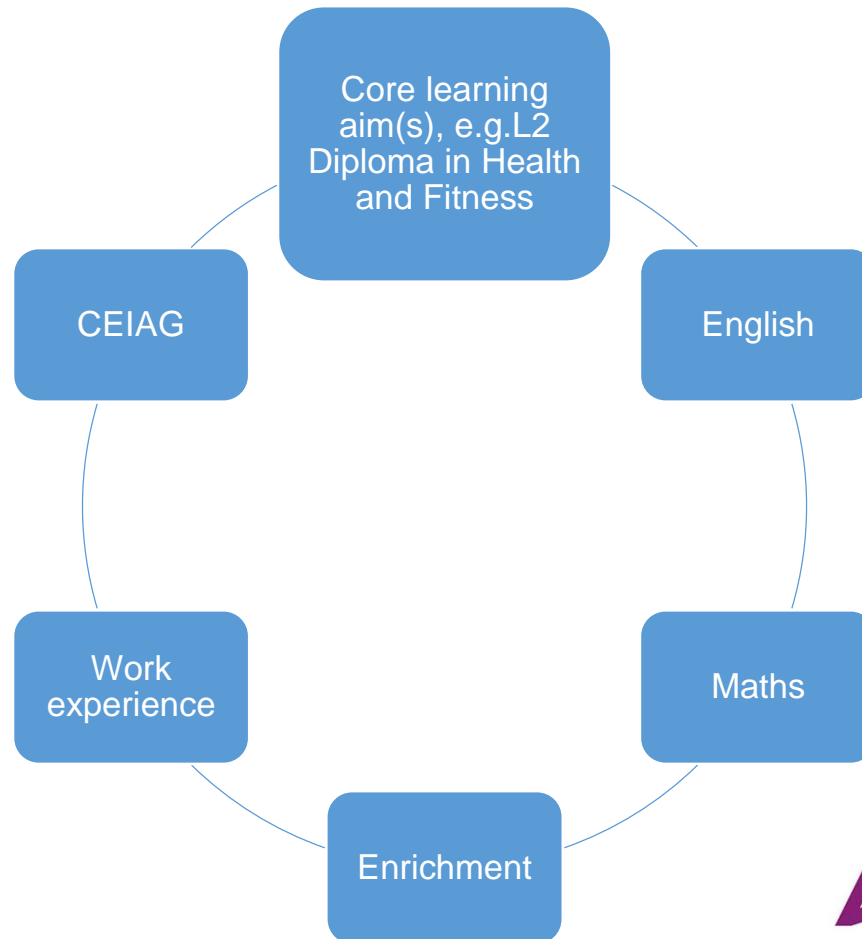
## Outcomes

- Career education, information, advice and guidance
- Attainment and progress
- Progression and destinations
- Key stage 5 measures

# Effective planning

- ☐ Identify the demand for level 2 programmes – numbers and types of learners, drivers, motives and expectations
- ☐ Coordinate the content of the level 2 programme– it should all link together
- ☐ Ensure an effective induction for each student – a foundation to build on
- ☐ Ensure each learner has their own personal development plan that covers their progress with their main aim(s), Maths, English and employability skills
- ☐ Work experience is planned from the start and is the driver for what the study programme is attempting to achieve – demonstration and further development of skills and knowledge in the workplace
- ☐ On-going support for learners throughout their programme is vital – how well is progress monitored and this information used?
- ☐ How are all outcomes for students optimised – academic and pastoral (PDB&W)?
- ☐ How are career and enterprise activities built into your programme?
- ☐ Can learners study at different levels, if appropriate?

# Elements of study programmes



These elements should be combined to provide stretch and challenge for the student, to prepare them for employment or further study

# Study programme bands 2019 to 2020

Band	Annual timetabled hours	Category	Funding Rate £
5	540 plus	16 and 17 year-old students Students aged 18 and over with high needs	4000
4a	450 plus	Students aged 18 and over who are not high needs	3300
4b	450-539	16 and 17 year olds Students aged 18 and over with high needs	
3	360-449	All students	2700
2	280-359	All students	2133
1	Up to 279 hours	All students	% of 4000 (planned hrs/600)

# So how have you planned study programmes?

- ☐ Allocation of hours between different activities
  - ☐ More holistic and personalised approach
  - ☐ Core learning aim(s); English and Maths; enrichment, tutorial and work experience (EEP)
- ☐ Need to address costs of all elements, including core aims
  - ☐ Online and blended learning
  - ☐ Appropriate use of different types of staff for different activities
  - ☐ Teaching group and class organisation
- ☐ Meeting the 'condition of funding'
  - ☐ Choice of English and maths qualifications
  - ☐ Resourcing and timetabling
- ☐ Progress and attainment
  - ☐ Tutorial and review
  - ☐ Support and challenge



# DFE expectations of work experience

‘Our definition of meaningful work experience is:

- ❑ Purposeful, substantial, offers challenge and is relevant to the young person’s study programme and/or career aspirations.
- ❑ It is managed well under the direction of a supervisor in order to ensure that the student obtains a genuine learning experience suited to their needs.
- ❑ It ensures that time is well spent: the employer has prepared a structured plan for the duration of the work placement that provides tangible outcomes for the student and employer.
- ❑ It provides up-front clarity about the roles, responsibilities and the expectations of the student and employer.
- ❑ It is reviewed at the end: the employer provides some form of reference or feedback based on the young person’s performance during their time on the work placement.’

# Extending the work experience offer

- ☐ Using business development teams, workplace assessors and recruitment agencies to find placements
- ☐ Grow your apprenticeship offer and then operate a replacement policy
- ☐ Sell the benefits of work placements to employers, e.g. improvement projects
- ☐ Create 'learning companies' with employer help
- ☐ Dragon's Den simulations to engage employers
- ☐ Use your partner and stakeholder networks to encourage more work experience offers, e.g. primary and secondary schools in your pyramid
- ☐ Students taking over an enterprise for a period, e.g. boot camp, fitness studio
- ☐ Offer discounted prices and fees for organisations or individuals that offer placements

# Improving the work experience offer

- ☐ Effective engagement with the student and the employer – matching process
- ☐ Involve the employers in all aspects of planning and delivery
- ☐ Curriculum is contextualised to a specific career choice or sector, e.g. student interested in fitness instructing will be offered relevant activities in class in preparation for a placement with a local fitness studio
- ☐ Flexible and customised learning packages, which can be utilized both in and outside of the workplace, are used, e.g. to write report on the employer, or update CV
- ☐ Short tasters are provided for learners who have yet to decide on a career pathway in active leisure or have limited awareness of the world of work
- ☐ Effective use of internal work placements as preparation for external placements, for a better match of skills and expectations
- ☐ Embedding English, Maths and employability skills into the work experience – skills are recorded

# Integrating English and Maths into programmes

- ❑ Situating English and Maths in a familiar environment but including taught elements that are unfamiliar, e.g. fitness studio or gym, **work experience placement**
- ❑ Connecting English and Maths with the vocational context (see case studies from ETF/AELP/ALIN)
- ❑ **Appropriate timetabling and allocations of hours**, e.g. Level 1 and 2 students have 3 hours per week of each subject
- ❑ Effective use of eLearning materials for stretch and challenge, e.g. convert Functional Skills to GCSEs
- ❑ Using **different combinations** of vocational and specialist staff expertise
- ❑ Innovative use of **social media** to reinforce learning and encourage collaborative learning, e.g. Google Drive, Twitter
- ❑ Using '**technical flyers**' to promote benefits to students and employers

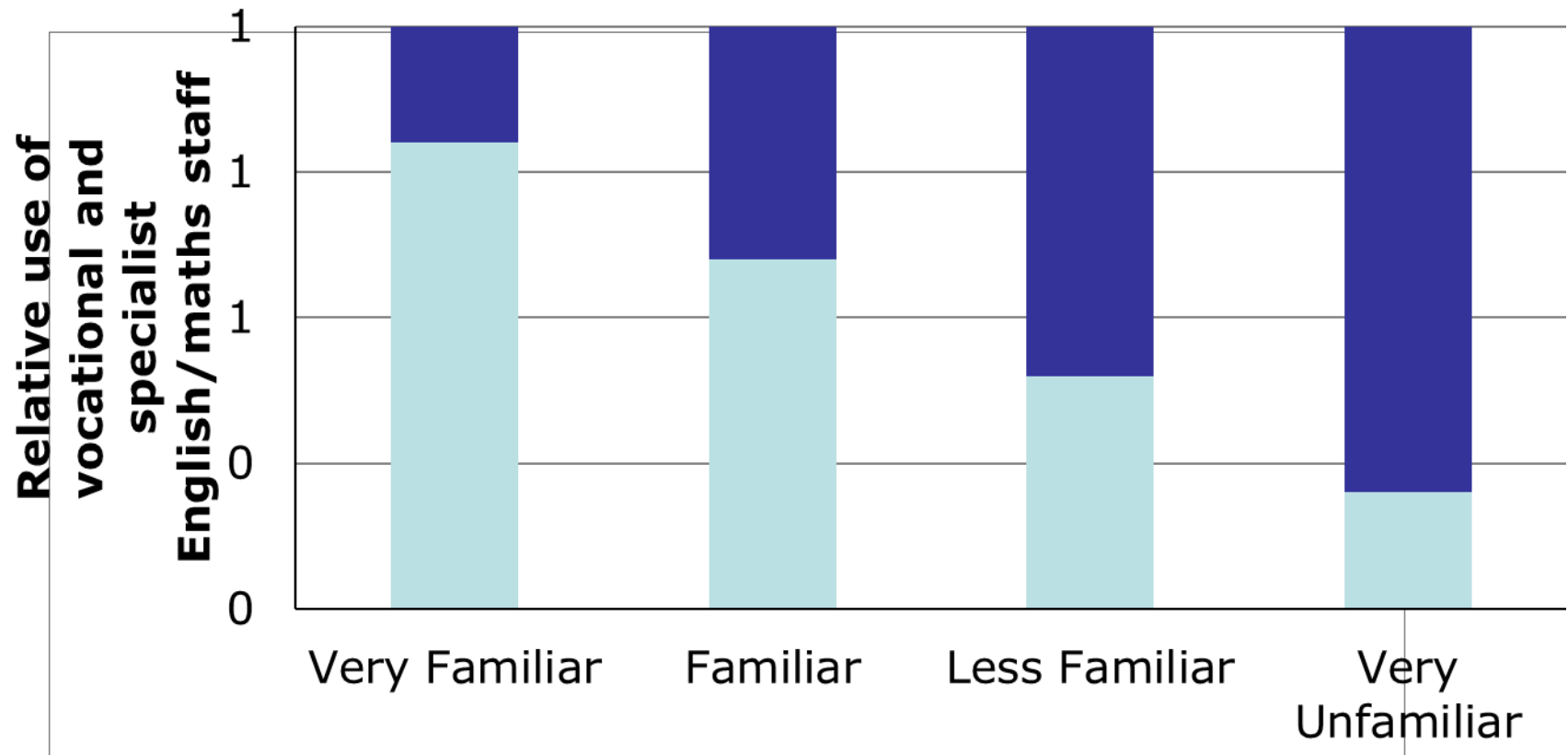


Active iQ

# Mapping English and Maths on work experience

Tasks	English	Maths	Digital skills	Employability	Health and Fitness
1	X	X	X	X	X
2	X		X		X
3		X			X
4	X	x			X
5	x		X	x	X

# Right combination of expertise



# Delivery of level 2 study programmes

- ❑ Meeting the needs of local and national employers, progression to further training and apprenticeships
- ❑ Personalised and individual programmes of learning
- ❑ **Effective use of target setting, feedback and review, challenge and support**
- ❑ Combinations of the right type of staff, e.g. lecturers, progress coaches, instructors, assessors .... **but without compromising quality**
- ❑ Appropriate use of technology for different functions, e.g. IAG, e-portfolio, learning, assessment, flipped lessons, assessment
- ❑ Collaboration between internal teams and also with external partners, e.g. cross curricular teams, themed project work

# Level 2 study programme

Element	Contact hours	Note
Level 2 Diploma in Health and Fitness	408	(12 hrs x 34 weeks)
Tutorial	37	(34 hrs in group + 3 hrs 1:1)
Work preparation and experience	35	35 hrs with external employer
English and maths	170	85 hrs each
Total	650	£4000 for a 16 or 17 year old student



# Example of a 16-18 traineeship

Element	Planned hours	Note
L1 Award in Fitness and Physical Activity	60	7.5 x 8 weeks
English	54	3 x 18 weeks
Maths	54	3 x 18 weeks
Tutorial, coaching and careers guidance	27	1.5 x 18 weeks
Work placement	200	(2.5 days/week for 10 weeks)
Total	395	£2700

# Making best use of staff – Level 2 example

Element	Total learner hours	Lecturer hours (group) £50	Mentor or instructor (group) £25	Mentor or assessor hours (per learner) £25	Other costs
Level 2 Diploma	408	374	34		£50 per student per unit
English and maths	170	170			
Work experience	35			2	
Tutorial	37		34	3	

# Cost efficient?

- Assume that for 408 hours on the Diploma, the provider earns 62.5% of £4000 per student or £2500
- Each completing student earns £2500, and each non-retained student earns £1250 (50%) for the tech cert

	20 starters	18 completers	2 non completers	Total
Revenue £		£45,000	£2,500	£47,500
Cost of teaching				374 hrs x £55 = £20,570
Cost of instructors				34 hrs x £25 = £850
Materials etc				£1,000
Total direct cost				£22,420
Contribution				£25,080 (53%)

Looks like a very efficient programme but how effective is it?

# Cost effective?

20 students start the programme, 2 withdraw and 17 achieve the qualification (1 fail)

	Provider	National average	Difference
Retention rate	18/20 = 90%	87%	+3%
Achievement rate	17/20 = 85%	83%	+2%

# Inspection of study programmes

## Key themes

- ☐ Curriculum design includes all key elements of the study programme
- ☐ The effectiveness of independent careers advice and guidance
- ☐ Consistency of quality of teaching, learning and assessment (including pace and challenge)
- ☐ Learners' development of English and mathematics skills
- ☐ The retention of learners on the study programmes and the extent to which they achieve their learning goals and outcomes (for current learners)
- ☐ Learners' progression to destinations, including higher education, employment and self employment
- ☐ Narrowing the achievement gap between different groups of learners
- ☐ Safeguarding including the wider aspects of e-safety and Prevent
- ☐ Equality and diversity
- ☐ Quality of work placement

# The performance of study programmes

We know that from reviewing Ofsted inspection reports that many providers are finding it difficult to provide **consistently** high quality across all aspects of a study programme. This can be:

- ❑ the work in Maths and English
- ❑ the planning and delivery of work experience
- ❑ providing the high quality of information, advice and guidance that adequately prepares learners for their programme and which will subsequently result in a positive progression outcome
- ❑ progress and attainment.

# Performance and accountability measures

- ❑ Level 3 qualifications – academic, applied general and Tech Levels
- ❑ Level 2 technical certificates
- ❑ Headline measures
  - ❑ Progress – value added measure for academic and applied general qualifications
  - ❑ Attainment – completion and attainment for Tech Level and technical certificates
  - ❑ Retention
  - ❑ Destinations
  - ❑ Progress in English and Maths

# Ofsted's recommendations for providers

- ❑ Identifying a senior leader with responsibility for full implementation of the requirements of 16-19 study programmes
- ❑ Carrying out a full review of their 16-19 provision to ensure it meets the full requirements and principles of study programmes (detail is given as to exactly what programmes at all levels should comprise)
- ❑ Ensuring governors/owners hold senior leaders to account for fully meeting the requirements of study programmes
- ❑ Ensuring that the headline performance measures are understood by all staff (and governors/owners)
- ❑ Developing clear policies on English and Maths, work experience and careers education
- ❑ Increasing the number of traineeships and supported internships



# The new Education Inspection Framework

A move away from outcomes and a greater focus on curriculum, and a reduction in the number of types of provision.

What is Ofsted focusing on?

- Skills (cognitive **and** practical)
- Challenge
- Curricular goals
- Progress
- Long-term memory
- Assessment
- Schemas (complex knowledge webs)

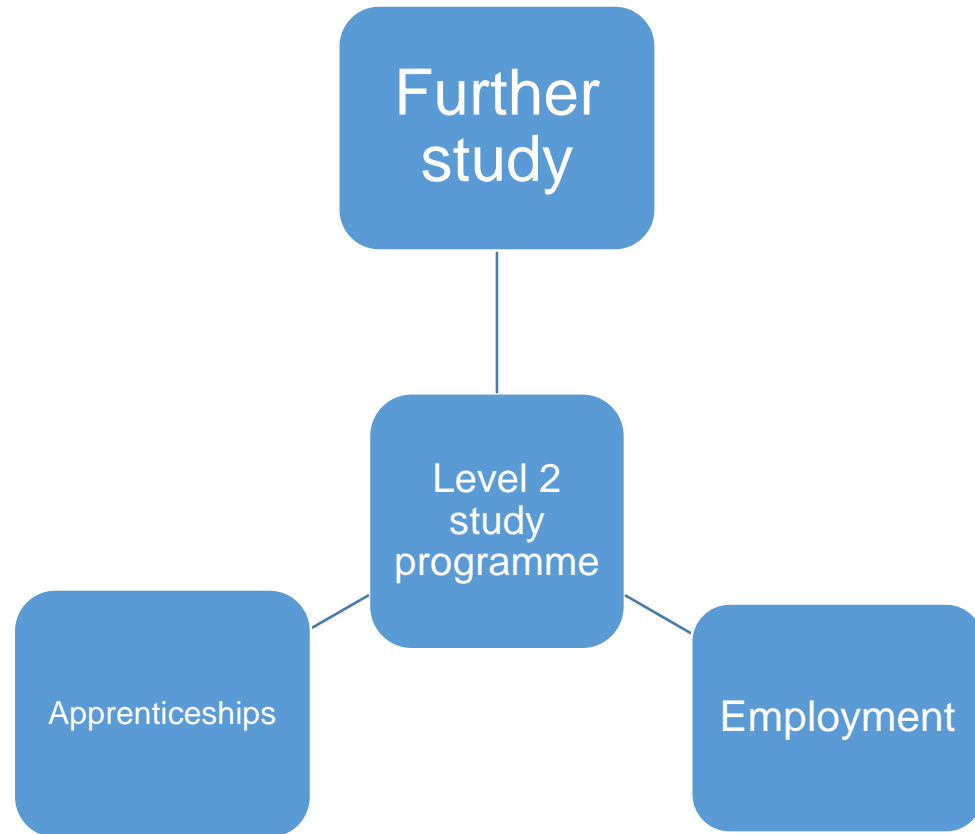
Judgement areas: our working hypothesis



Towards the education inspection framework 2019

Slide 13

# Progression is critical! What is the impact?



# And more challenges in future

- ☐ Introduction of new technical and professional qualifications and T Levels – how will level 2 programmes fit?
- ☐ Meeting the Gatsby benchmarks
- ☐ Improvements in English and Maths achievement rates
- ☐ More high quality work experience/ industry placement opportunities
- ☐ KS5 performance measures, especially progress and progression to apprenticeships and HE
- ☐ Funding squeezes

# Any questions?

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