



Department
for Education

16 to 19 study programmes

**Planning and delivery of 16 to 19 study
programmes**

July 2017

Contents

Summary	4
Expiry or review date	4
Who is this publication for?	4
Main points	4
Section 1: Study programmes	6
Study programme principles	6
Core aim of a study programme	7
Planned hours	7
Students with special educational needs and/or disabilities	8
Section 2: Broad programme characteristics	9
A Level courses	9
Applied and technical qualifications	9
Students who are not yet ready for level 2 qualifications	10
Traineeships	11
Supported Internships	11
Section 3: Delivering study programmes	12
Maths and English	12
Level 3 mathematics qualifications	13
Work experience	13
Youth Social Action	14
Work placements	14
Integrating work experience and work placements into study programmes	15
Employer involvement	16
National Minimum Wage	16
Health & Safety	16
Employers' Liability Compulsory Insurance	17
Disclosure and Barring Service (formally CRB)	17
Other non-qualification activity	17
Progression	18
Section 4: Extra-curricular activities that may be delivered alongside study programmes	19

Sporting Excellence Award	19
National Citizen Service (NCS)	19
Section 5: Funding and accountability	20
Funding of study programmes	20
16 to 19 performance tables	20
Further information	21
Useful resources and external organisations	21
Other relevant departmental advice and statutory guidance	21
Annex A: Examples of study programmes	23
Annex B: What Ofsted inspectors look for when they inspect study programmes	24
Annex C: What Ofsted inspectors look for when they inspect work experience	25

Summary

This publication provides non-statutory guidance from the Department for Education. It has been produced to help recipients to understand their obligations and duties in relation to the provision of 16 to 19 study programmes in their institution. The Education and Skills Funding Agency (ESFA) publishes separate regulations relating to the funding of study programmes which should be read alongside this guidance.

Expiry or review date

This guidance updates the guidance published in January 2016 and will be reviewed before July 2018.

Who is this publication for?

This guidance is for:

- Everyone involved in the planning or delivery of 16 to 19 study programmes¹, including senior leadership teams, curriculum planners and coordinators, teachers and trainers. It is also relevant to organisations delivering traineeships for those aged 16 to 19 and supported internships.

Main points

- All ESFA funded education for 16 to 19 year olds should be delivered as a study programme which combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals
- Every study programme must have a core aim. For the majority of students, this will be either the study of substantial technical, applied or academic qualification(s) or preparation for employment
- Young people who do not hold a GCSE grade 4 (reformed grading) or grade C (legacy grading) in maths and/or English are required to continue these subjects as part of their study programme

¹ 16 to 19 study programmes are also relevant to 20 to 24 year olds with an education, health and care plan.

- All study programmes should include work experience and non-qualification activities which complement the other elements of the programme and support the student to progress to further or higher education or to employment.

Section 1: Study programmes

Professor Alison Wolf, in her review of vocational education (2011), recommended that study programmes should be introduced to offer students breadth and depth, without limiting their options for future study or work. Professor Wolf also recommended that all young people should be able to gain real experience and knowledge of the workplace in order to enhance their employability skills.

The department consulted on proposals for study programmes and in July 2012 published its response and plans for implementation. Study programmes were introduced from September 2013.

The post-16 Skills Plan², published in July 2016, set out further reforms to technical education. Whilst these reforms will have a significant impact on the qualifications available to 16 to 19 year olds, it is expected that they will build on the study programme principles below.

Study programme principles

16 to 19 study programmes are designed to provide students with a structured and challenging learning programme that supports their development and progression in line with their career plans. Study programmes should be individually tailored but will typically combine the elements below:

- i) substantial academic, applied or vocational qualifications that stretch students and link clearly to training, employment and/or higher education
- ii) English and maths where students have not yet achieved a GCSE grade 4 (reformed grading) or grade C (legacy grading)
- iii) work experience to give young people the opportunity to develop their career choices and to apply their skills in real working conditions
- iv) other non-qualification activity to develop students' character, skills, attitudes and confidence, and to support progression

All study programmes should aim to maximising progression to the next stage of education, employment or an apprenticeship.

Broad programme characteristics for students taking different qualification routes are set out in section 2, whilst section 3 offers further guidance on the principles above. The

² [Post-16 skills plan and independent report on technical education](#)

'further information' section offers hyperlinks to research, case studies and other information that providers can draw on. All links were correct at the time of publication.

Core aim of a study programme

Every study programme must have a core aim. This is the principal activity or core purpose of a student's study programme, and it will usually be the component that has the largest number of planned hours. It is expected that the core aim for the majority of students will be either:

- i) one or more substantial academic, applied or technical qualifications which prepare the student for further education or employment, or
- ii) a substantial work placement to prepare the student for an apprenticeship or other employment

The remainder of the study programme should complement the core aim.

The student and the education provider must agree the core aim. It will generally remain unchanged during the year, although exceptions may be made where, for example, a student:

- find they have made the wrong course choice and transfer to an alternative programme, or
- transfers to a traineeship after an initial period of employability support

Planned hours

Each study programme will consist of a number of planned hours; ie hours that have been timetabled and are supervised by the provider. Providers must ensure that the number of hours are realistic and deliverable.

Study programmes are designed to be full-time (600 planned hours) to allow sufficient time to deliver the principles above. Part-time study programmes may be agreed where, for example, a student:

- combines part-time education with full-time employment
- has a health issue which prevents them from being in education for more than a few hours a week, or
- needs a specific small qualification or period of work experience to progress to further education or employment

Any study programme of 150 hours or more must include English and maths where appropriate, work experience and other non-qualification activity. It is expected that programmes of fewer than 150 hours will also include these elements although providers

may make exceptions. Work experience, for example, may not be relevant to a student who is combining education with full-time employment.

Annex A sets out examples of study programmes.

Students with special educational needs and/or disabilities

The overwhelming majority of young people with special educational needs and/or disabilities (SEND) are capable of sustained employment with the right preparation and support. All professionals working with them should share that presumption. As such, the study programme principles apply equally to learners with SEND.

Where students have an education, health and care (EHC) plan, providers, in discussion with the student and local authority SEN co-ordinator, are expected to assess what type of programme is most suitable given their career aspirations. While some students with SEND should be on study programmes which help them achieve stretching qualifications, others will gain more benefit from a traineeship, supported internship or other study programme which helps them prepare for employment and adult life more generally.

An Access to Work (AtW) grant can cover the job coach element of a supported internship or traineeship, and application for funding goes through the education provider (or supported employment provider working with the education provider). Providers are advised to communicate the existence of AtW to employers when they are setting up a supported internship or traineeship, or where they are helping a student with SEND to progress to employment when they complete their course, to reassure them that personalised support can be provided to the young person at no additional cost to the employer.

The [Preparing for Adulthood](#) website offers further guidance on AtW.

Exceptionally, students with severe SEND may have a study programme to develop independent living skills. This would only be appropriate for students for whom either substantial qualifications or preparation for employment are not – at this stage in their lives – an appropriate option. The student's EHC plan should confirm that independent living is their primary aim.

The SEND Code of Practice sets out the responsibilities of post-16 providers for young people with SEND, both with and without an EHC plan.

Section 2: Broad programme characteristics

A Level courses

Students of all abilities are expected to follow study programmes, including those studying A level courses. A level students are expected to follow a minimum of 3 A levels, or equivalent, which count as substantial qualifications. A level study programmes should include non-qualification activity such as tutorials, work experience, personal or study skills, and support to choose options for progressing to employment or higher education (HE).

Applied and technical qualifications

Those students for whom an applied or technical qualification is the most appropriate route to their career goal will be expected to study at least one substantial qualification. This should be of sufficient size and relevance to provide a route into a trade, profession or other form of employment, or access to HE, and should make up the majority of the study programme time.

The government has published lists of [approved, applied and technical qualifications for 16 to 19 year olds](#), to be reported in performance tables alongside academic qualifications, as part of its action to raise standards and to make technical education more closely aligned to the world of work. These lists are updated annually and are available on gov.uk. They include for 16 to 19 students:

i) Tech level qualifications – rigorous advanced (level 3) technical qualifications, on a par with A levels, and recognised by employers. They equip young people with the specialist knowledge they need for a job in occupations ranging from engineering to computing, hospitality to accountancy.

The Technical Baccalaureate is a performance table measure that includes a tech level qualification, a level 3 maths qualification and an extended project qualification (designed to extend students' writing, communication, research and self-motivation skills).

ii) Applied general qualifications – rigorous advanced (level 3) qualifications that equip students with transferable knowledge and skills. They are for post-16 students wanting to continue their education through applied learning and fulfil entry requirements for a range of HE courses – either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.

iii) Technical certificates – level 2 qualifications that provide students with a route into a skilled trade or occupation where employers recognise entry at this level (for example, most construction trades, care work and hairdressing). Technical certificates also provide access to tech levels or an apprenticeship.

The approvals process requires these qualifications to meet rigorous requirements in terms of their content, assessment and (for technical qualifications) employer involvement, so that students can be confident that they are being offered a high quality qualification which is recognised by employers and/or higher education providers. The department expects to build on this approvals process as the technical education reforms are rolled out. Delivering these qualifications will therefore help providers to prepare for the next stage of the reforms.

Other qualifications may be taught, providing they have section 96 approval for teaching to 16 to 19 year olds, but may not be reported in the performance tables.

Substantive qualifications should generally be offered at a level above the student's prior achievement. There may be exceptions; for example where a student who has already achieved level 2:

- needs to complete a technical certificate before progressing to a tech level
- applies to study a larger qualification at level 2 to provide a route into their chosen occupation or trade

Students who are not yet ready for level 2 qualifications

Students who are not yet ready to study a level 2 qualification should be offered a tailored study programme that supports them to progress either to further education or employment, or to prepare for adult life.

Young people whose aim is an apprenticeship or other employment, and who are capable of achieving this within 6 months, may be offered a traineeship. Those likely to need longer may be offered a study programme whose core aim is employability skills and a work placement rather than a substantial qualification.

Evidence shows that progression rates from programmes below level 2 vary widely between providers and the qualification studied. Providers are encouraged to make use of recent research when planning programmes at this level:

- DfE research: [Effective practice in supporting entry/level 1 students in post-16 institutions](#)
- CVER research paper: [Young People in low level education: characteristics, trajectories and labour market outcomes](#)

Most young people who study at below level 2 attract additional funding through the disadvantage element of the 16 to 19 national funding formula. Providers are expected to use this funding to offer additional teaching and support for these students. Research into the use of [16 to 19 funding for students with additional needs](#) is also available on gov.uk.

Traineeships

Traineeships are study programmes for young people without level 3 qualifications to help prepare them for an apprenticeship or other sustainable employment where training is 'on the job'. Traineeships last a maximum of six months.

The core aim of a traineeship is a high quality work placement, which is offered alongside work preparation training, and English and maths for those who need it. Providers and employers have the freedom to bring these elements together in the best way to engage and support individual trainees and to integrate other support and training, such as mentoring, careers guidance, vocational qualifications and job search support.

Traineeships are continuing to grow and growth funding has been made available for providers to start or expand traineeship programmes. Providers are encouraged to make more opportunities available in occupations where workplace learning is available and specific qualifications are not required.

There is further information in the [Traineeships framework for delivery](#).

Supported Internships

Supported internships offer young people with a statement of Special Educational Needs (SEN) or EHC plan an opportunity to develop the skills, experience and confidence they need for employment. The core aim of a supported internship is a substantial work placement with the support of an expert job coach.

Alongside their time with the employer, supported interns complete a personalised study programme which includes English and maths and the chance to study for relevant qualifications, where appropriate. Internships normally last for a year and include unpaid work placements of at least six months. The aim is to support the young person to paid employment at the end of the programme.

DfE had published guidance on [providing supported internships for young people with special educational needs and an EHC plan](#)

Section 3: Delivering study programmes

Maths and English

Employers have expressed concerns regarding the literacy and numeracy skills of school and college leavers for many years. That is why all students aged 16 to 19 studying 150 hours or more, who do not hold at least a GCSE grade 4 (reformed grading) or grade C (legacy grading), are required to study these subjects as part of their study programme in each academic year. This requirement is a 'condition of funding'.

All full time 16 to 19 year old students starting a new study programme with a GCSE grade 3 (reformed grading) or grade D (legacy grading) in maths or English must enrol on GCSE courses. This requirement does not apply to students on traineeships. Students with prior attainment of grade 2 or below (reformed grading) or grade E or below (legacy grading) can study other maths and English qualifications such as Functional Skills or ESOL qualifications recognised by the funding condition as 'stepping stone' qualifications on the journey towards achievement of a GCSE. The approved list of qualifications is maintained on the Learning Aim Reference Service (LARS). All qualifications on the approved list are also approved on Section 96.

The condition of funding is focused on the continuing study of maths and English due to the progression opportunities that these basic skills afford. GCSEs currently have higher labour market value with employers than other equivalent Level 2 qualifications. Most employers expect job applicants to hold GCSEs in maths and English, and these qualifications are also required by many colleges and universities to progress to level 3 and beyond.

The vast majority of young people starting a new study programme will be capable of studying maths and English qualifications such as Functional Skills or GCSE. However, there are a small number of students who are not able to do so, for example those with multiple and complex needs. These students can be exempt from studying standalone maths and English qualifications but appropriate literacy and numeracy should still be included in their study programme. Students with overseas qualifications that are established as equivalent to GCSE grade 4 (reformed grading) or grade C (legacy grading) are also exempt from the condition of funding.

The condition of funding is designed to give 16 to 19 providers flexibility to tailor a study programme so that each student is enabled to improve in maths and/or English to the best of their ability. For example, providers are free to determine:

- how best to teach maths and English, and the extent to which teaching and learning is embedded and/or reinforced through technical tuition
- the appropriate course duration and when to enter students for exams. For example, in the case of GCSEs, a student could take an intensive course ahead of a November retake or a longer one or two year course.

Level 3 mathematics qualifications

The government has recently published Professor Sir Adrian Smith's review of post-16 mathematics.

Despite recent progress, participation in mathematics post-16 remains low in comparison to many other countries. There is a strong case that mathematical and quantitative skills are important for students' future study and career. Higher levels of achievement in mathematics are associated with higher earnings for individuals and many employers are looking for applicants with advanced mathematical and quantitative skills.

To improve the life chances of students we would therefore like to see providers offering a range of level 3 mathematics qualifications and more students participating post-16.

As well as new reformed AS and A levels in mathematics, statistics and further mathematics; awarding organisations have introduced new 'core maths' qualifications at level 3 for students not taking A and AS levels in mathematics. The focus of core maths qualifications is on problem solving, reasoning and the practical application of mathematics and statistics. These new qualifications have been designed with the support and help of employers and universities to suit students with a range of pass grades at GCSE maths and provide them with the quantitative skills now needed in a wide range of jobs. We would encourage all providers to offer these new qualifications for their students.

Work experience

Work experience is a key component of 16 to 19 study programmes. It aims to give young people the opportunity to develop their career choices, get a first taste of work, and develop those critical employability skills needed for real working conditions. All students are expected to undertake work experience / work-related training as part of their 'non-qualification activity'. This applies to academic, technical and applied pathways.

Work experience can take many forms including work tasters; running a student enterprise; participation in social action, volunteering or a work placement.

Work experience must be planned to take account of the student's needs and future plans. As such, the purpose and nature of work experience is likely to be different for a student who plans to apply for HE when compared with a student who is preparing for employment.

The time spent by students on work experience is funded at the same level as qualifications taught in the classroom. This provides schools and colleges with the flexibility to assign staff to engage employers and secure high quality work experience opportunities for their students.

Planned hours should normally be delivered within the providers' normal working pattern. Work placements may include evening, weekend and college holiday hours where that would give students a more realistic experience. The provider must have scheduled and agreed the hours in advance of the activity and be reasonable for a student of that age. Issues such as late night transport should also be addressed and the student should know who to contact if a problem emerges whilst the college is closed.

Youth Social Action

Providers are encouraged to incorporate youth social action into study programmes alongside other work experience. Youth social action describes young people taking practical action in the service of others to create positive change. In a work experience context social action can take the form of young people honing their work-related skills and behaviours to have a positive community impact. Evidence shows that young people who participate in social action show robust improvements in the skills and behaviours that employers are calling for, including resilience, problem-solving and sense of community. Young people participating in social action have stronger personal networks; higher life-satisfaction and reduced anxiety.

Common principles of a high quality youth social action is that it is:

- Youth-led – led, owned and shaped by young people's needs, ideas and decision making
- Socially impactful – have a clear and intended benefits to a community, cause or social problem
- Challenging – stretching and ambitious as well as enjoyable and enabling
- Embedded – accessible to all, and well integrated to existing pathways to become a habit for life
- Progressive – sustained and providing links to other activities and opportunities
- Reflective – recognising contributions as well as valuing critical reflection and learning

Activities can include volunteering, campaigning, fundraising, mentoring – in which the activity has a 'double-benefit' to both the young people participating and the community they are serving. The Association of Colleges (AoC) has pulled together some examples of how colleges are using social action on the ['non-qualification activity'](#) page on their Study Programmes Central site.

Work placements

Whilst work experience, training in a simulated work environment or social action can help students develop new 'softer' skills, providers are expected to offer, wherever possible, a placement with an external employer. This enables students to experience

the real demands of the working environment, independent from their peers and their tutors, and put into practice the transferable and sector-specific skills they have learned. This has the greatest impact on students' employability. In addition, students can often get employer references for their performance which provides evidence for their CV, or the offer of a job on completion of their course.

Common principles of a high quality work placement are that it:

- is purposeful, offers challenge and is relevant to the young person's study programme and career aspirations
- allows the student to apply the technical and practical skills learned in the classroom/workshop
- is managed under the direction of a supervisor to ensure the young person obtains a genuine learning experience suited to their needs
- has a structured plan for the duration of the placement which provides tangible outcomes for the student and employer
- has clear roles, responsibilities and expectations for the student and employer
- is followed by some form of reference or feedback from the employer based on the young person's performance.

Integrating work experience and work placements into study programmes

There is no single 'correct' way of planning work experience and work placements – this will depend on the employers' capacity and could vary considerably by sector.

Employers are more likely to respond favourably to providers that are willing to be flexible and work with them to organise work experience and placements to suit their requirements. Work placements for example (which are longer than work experience and so require more careful organisation) could follow a pattern of once a week for the duration of the term, longer block placements, or a rotation of shorter placements at different employers, so students can experience different aspects of a sector.

Work placements within a traineeship should be substantial, whilst the placement for a student on a supported internship should be of at least 6 months. Students who have work experience as the core aim of their study programme must also spend a large proportion of their time with an external employer to ensure that they develop the employability skills, attitudes and behaviours that are expected in the workplace so that they can progress successfully into paid employment.

The length of work experience for other study programmes will vary according to course type and employer preferences. Providers' assessment of students' abilities, prior attainment, career goals and work readiness should also determine the level and nature of work experience needed to prepare for progression to employment.

In all instances, education providers should agree with both the student and employer:

- the education and training goals of the placement
- reasonable expectations on student conduct, and
- the role of the employer in providing supervision and training.

This agreement can take the form of a short note or email from the education institution to the student and the employer. This is in line with good practice in the provision of work experience as part of a 16 to 19 study programme and to meet ESFA audit requirements for the provision of work experience.

DfE has recently published research into [work experience and related activities in schools and colleges](#) which includes good practice in providing effective work placements.

Employer involvement

As work experience and work placement provision is funded in the same way as direct teaching, we have noted a steady increase in providers assigning work placement coordinators or setting up teams dedicated to engaging local employers and securing work placements for their students. Providers who have put this resource in place are able to manage an increase in work placement opportunities, benefitting more of their students.

Other potential sources of information about employers include Education Business Partnerships (EBPs) where they exist, Local Enterprise Partnerships (LEPs) and Jobcentre Plus (JCP). The [AoC's Study Programme Central](#) site provides examples of how other providers are successfully sourcing work experience.

National Minimum Wage

Young people undertaking work experience or a work placement are not in employment and are therefore not entitled to the National Minimum Wage. We encourage, but do not require, employers to meet students' expenses such as travel or meal costs. Providers may also make financial support from the 16 to 19 bursary fund available to students if the cost of attending work experience would be a barrier to their participation.

Health & Safety

The employer has the primary responsibility for the health and safety of students whilst on work experience or a placement. Whilst education or training providers must satisfy themselves that an employer has assessed the associated risks to workers under 18 on their premises, and has suitable and sufficient risk management arrangements in place, checks must be kept in proportion with the risk environment. For low risk environments, assurance can be gained through a conversation with the employer. A physical

inspection by education providers or requiring the employer to complete lengthy forms should not take place.

The Health and Safety Executive has published [guidance for work experience placements](#), and providers should refer to this when making arrangements.

Employers' Liability Compulsory Insurance

The insurance industry has committed to treat work experience students as employees so that they will be covered by existing Employers' Liability Compulsory Insurance policies. An employer, or voluntary sector organisation, that has Employers' Liability Compulsory Insurance cover already, does not need to buy additional cover.

If the voluntary organisation only has Public Liability Insurance, they will need to obtain temporary Employer Liability Compulsory Insurance for the duration of the placement.

The Association of British Insurers has published [guidance for employers](#) planning to take on work experience students.

Disclosure and Barring Service (formally CRB)

Providers are no longer required to carry out enhanced Disclosure and Barring Service (DBS) checks on employers/staff supervising young people aged 16 to 17 on work experience.

Young people intending to undertake work experience in the healthcare and early years sectors will need to have an enhanced DBS check before starting on their placement. Providers will need to factor in these costs to the total programme cost and also plan for the time it takes to complete an application (which could be up to 4 weeks).

Other non-qualification activity

All students are expected to take part in other meaningful non-qualification activity alongside work experience. This should take account of their needs and career plans, as well as preparation for adult life more generally. For example:

- activities to develop confidence, character and resilience as recognised in the DfE character awards
- group work to develop team working, leadership and problem solving – skills that too often employers say are lacking in school and college leavers
- tutorials and seminars (including careers education)
- life skills, such as the ability to travel independently, how to cook and to eat healthily, stay safe, personal finance, or preparation for University life
- participation in external programmes such as the Duke of Edinburgh's Award

Such activities should also help students to build experience for their CV and/or personal statement.

Progression

All study programmes should reflect students' longer term aims and aspirations, and support them to achieve their goals. It is expected that all students nearing their planned leaving date will be encouraged and supported to apply for and, where possible, secure an apprenticeship, further learning or employment. The progression of students will be the main focus of the future accountability system.

The law requires young people to remain in education, an apprenticeship or employment combined with part time study until their 18th birthday. The 'September Guarantee' entitles all 16 year olds (ie those in the first year of post-compulsory education) to an offer of a place in education or training for the next academic year. Whilst local authorities are responsible for delivering the guarantee, they rely on support from providers to identify which students are expected to continue with a two-year programme, and which are likely to leave or complete their current programme and need to find an alternative place for the following year.

[Statutory guidance on young people's participation in education and training](#) gives further information about the duties above, including the role of education providers.

Section 4: Extra-curricular activities that may be delivered alongside study programmes

Sporting Excellence Award

A small number of elite athletes are nominated by their sports' governing body each year to participate in a sporting excellence programme. This was known previously as the Advanced Apprenticeship in Sporting Excellence (AASE).

Only those students who are employed by their club will be offered the apprenticeship from 2017/18. Those who are not employed may be offered the opportunity to undertake a sporting excellence award as an alternative. This currently takes the form of two BTEC qualifications and may be delivered at weekends, evenings or in holidays. Some sports governing bodies deliver the award themselves, whilst others contract with colleges to deliver on their behalf.

Young people offered the award are expected to study this alongside an academic or vocational study programme. They may attend two separate providers in order to do this, and will be funded separately for each element. Hours spent working towards the award must not, therefore, be included in the study programme's planned hours.

National Citizen Service (NCS)

NCS is a part-residential experience which offers young people adventure, discovery and social action, with 30 hours committed to a local community project. Young people work in diverse teams of 12 to 15, building skills for work and life, taking on exciting challenges, making new friends, and contributing to their local area. The programme has proven impacts across team working, leadership resilience and wellbeing. For example, 91% of participants feel that NCS gave them a chance to develop skills that would be useful in the future.

NCS is open to all 15-17 year olds at the point of either completing Year 11 or once they go into Year 12 or the first year of college. There is no cost to a school or college to get involved and a young person will pay no more than £50 to take part.

NCS can be used to complement a study programme, but cannot be included as planned hours.

Section 5: Funding and accountability

Funding of study programmes

Changes to the funding of 16 to 19 education were introduced to support the introduction of study programmes in August 2013. Funding is allocated on a per student, not a per qualification, basis so that providers are funded to non-qualification activity such as work experience.

The funding changes also mean that funding is no longer linked to success rates. Students can be entered for more challenging qualifications without fear that failure will affect success and, in turn, funding.

Some large A level, International Baccalaureate and TechBacc programmes will be eligible for a funding uplift in academic year 2017 to 2018 and beyond. Additional funding is also made available for disadvantaged students and some high-cost courses.

For more information on funding, visit the 16 to 19 funding page on gov.uk.

16 to 19 performance tables

Schools and other providers are accountable for the quality of the study programmes that they offer their students through reformed 16 to 19 performance tables. From 2016 onwards school and college performance tables will provide clear and easily understood measures of student achievement. All 16 to 19 providers will also be expected to meet robust minimum standards, with financial penalties, intervention and ultimately closure, for those failing to meet them.

Further guidance on accountability can be found on gov.uk.

Further information

Useful resources and external organisations

The [AoC Study Programme Central](#) website provides education and training providers with helpful resources, good practice examples and information on staff training days

The Education & Training Foundation (ETF) launched its Traineeships Staff Support Programme (TSSP) in 2014 that supports both the development and dissemination of good practice.

Health and Safety Executive guidance: [Work experience](#)

National Citizen Service: [About NCS](#) and information for providers about the [benefits for students](#)

Ofsted: [The common inspection framework: education, skills and early years from September 2015](#)

Ofsted: [Further education and skills handbook](#)

Preparing for Adulthood: [Access to Work fund for supported internships and traineeships](#)

Research report – [Research to understand spend by 16-19 institutions on additional needs](#)

Research report – [Effective practice in supporting Entry/Level 1 students in post-16 institutions](#)

Research report – [Work experience and related activities in schools and colleges](#) includes good practice in providing effective placements

Other relevant departmental advice and statutory guidance

[16 to 19 accountability: minimum standards, inspection, financial health and control](#) – Information about the intervention actions available to the ESFA

[16 to 19 accountability headline measures: technical guide](#) – guide for schools, colleges and local authorities on new headline measures for the 2016 performance tables

[16 to 19 education: funding guidance](#) - rules and guidance for using post-16 funding allocated by ESFA

[16 to 19 funding: maths and English condition of funding](#) - information on maths and English condition of funding for academic years 2014 to 2015 and 2015 to 2016

[2015 DfE Character Awards](#) - an invitation to schools and other organisations to apply to be recognised as a leader in character education through the 2015 DfE Character Awards

[Careers guidance for colleges](#) - guide for further education colleges and sixth-form colleges on how to provide independent careers guidance

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

[Section 96 qualifications](#) - overview of section 96 and facility to search for qualifications

[SEND Code of Practice](#) – chapter 7 provides guidance relating to post-16 education and SEN support

[Supported internships for young people with learning difficulties](#) - departmental advice on study programmes for supported internship providers

[Technical and vocational qualifications for 14- to 19-year olds](#) - lists of technical awards and technical certificates approved for teaching from September 2016 and reporting in 2018 performance tables. Lists of tech levels and applied general qualifications will also be accessible from this page when approved

[Traineeships: information for employers and education providers](#) - documents about traineeships, who they are for, what they provide, and their funding

Traineeships: [Delivering traineeships through EFA funding](#)

Annex A: Examples of study programmes

Academic study programme

	Planned hours		Core aim?
	Qualification hours	Non-qual hours	
A level 1	160		Core aim
A level 2	160		
A level 3	160		
Tutorials		40	
Preparation for HE		10	
Work experience		40	
Social action project		30	
Total	480	120	

Vocational study programme

	Planned hours		Core aim?
	Qualification hours	Non-qual hours	
Tech level	280		Core aim
English GCSE	120		
Tutorials		40	
Employability skills		40	
Work placement		120	
Total	400	200	

Study programme to prepare for employment

	Planned hours		Core aim?
	Qualification hours	Non-qual hours	
Work placement		240	Core aim
English	80		
Maths	80		
Employability skills		80	
Group activities		80	
Tutorials		40	
Total	160	440	

Annex B: What Ofsted inspectors look for when they inspect study programmes

Ofsted has published a handbook to support the [inspection of further education and skills providers](#). There is a summary below of the evaluation criteria which apply to study programmes.

- leaders promote high expectations and use rigorous systems to drive improvement, including through monitoring and developing the quality of 16 to 19 provision and improving the progress and achievement of learners and groups of learners
- study programmes for each learner are planned and managed so that they fully meet the principles of the DfE's 16 to 19 study programmes by providing progression, stretch, mathematics and English for all learners without GCSE legacy grades A* to C (reformed grades 4-9), as well as work experience and non-qualification activities
- teaching and assessment support and challenge learners
- study programmes build on each learner's prior attainment and enable them to make progress and move on to a higher level of qualification when they are ready to do so
- learners receive high quality impartial careers guidance to prepare them for their chosen next steps and to enable them to make well-informed decisions about their future plans
- learners develop personal, social, employability and independent learning skills, and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience
- learners understand how to keep themselves safe and healthy, both physically and emotionally
- learners, and groups of learners, make progress from their different starting points, remain on their study programme, achieve their core aim and make progress towards a GCSE legacy grade C (reformed grade 4) in English and/or mathematics if they do not already have one
- learners, and groups of learners, progress to the planned next stage in their careers, such as a higher level of education or training, or to employment or an apprenticeship
- the 16 to 19 minimum standards are met where applicable.

Annex C: What Ofsted inspectors look for when they inspect work experience

Work experience is inspected and reported on as an integral part of the inspection of provision for 16 to 19 year olds (and up to age 24 for traineeships) against the further education and skills handbook.

To reach an overall judgement about the effectiveness of the provision of study programmes, inspectors carefully evaluate all the available evidence to determine how learners needs are being met. Due regard will be taken of the learner's planned destination. In programmes which are preparing learners for work, inspectors will look for evidence of substantial work preparation and work experience suited to the needs of the individual.

Work experience should contribute to students' overall development. For example, when considering outcomes for students, inspectors will explore how well they can develop their employability and vocational skills and personal effectiveness (eg attendance, attitudes, punctuality and behaviour) in relation to their starting points while on work experience.

Similarly, when inspecting teaching, learning and assessment inspectors will explore how well students on work experience have been prepared beforehand, the tasks they are set and whether they receive detailed feedback on their progress.

The inspection of leadership and management will evaluate the extent to which work experience is purposeful for each student, how well it fits into the other aspects of their study programme and that appropriate steps have been taken by the employers to provide a safe environment.

Work experience in providers' realistic working environments, such as college companies; provide good opportunities for students to develop initial vocational skills, knowledge and employability skills. However, this should not be seen as an alternative to external work experience, especially if work experience is a substantial part of their programme.



Department
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