



# Post-16 Sector-wide Conversation

28 November 2023

# Welcome

**Dr Tony Breslin**

Independent Chair of Pathways for All  
Strategic Board



# Review of Post-16 education

## Eight principal recommendations are:

1. Improve outcomes through establishing a comprehensive benchmarking programme and promoting the adoption of a life skills curriculum
2. Raise young people's aspirations through promoting a model CEIAG curriculum and ensuring all young people are supported to consider a range of options
3. Develop a comprehensive local offer, implemented via collaboration, to widen what is available and enable young people to exercise their choice
4. Enhance provision below Level 2 by putting provision on a more stable footing, addressing the NEET issue and providing for progression
5. Improve early support for students with mental health issues to promote well-being and remove a barrier to achievement and progression
6. Improve access to post-16 provision by prioritising travel support to those who most need it to and by lobbying government to support post -16 travel
7. Learn from lockdown to improve support for remote learning and retain more young people in some form of learning
8. Establish a Strategic Board to take these recommendations forward and provide strategic oversight of provision.



**Pathways For All**

Review of education  
and training provision

# Pathways for All Strategic Board Membership

- Kent and Medway Grammar Schools Association (KMGSA)
- Kent Association of Headteachers – headteacher from a non-selective secondary school (KAH)
- Kent Special Educational Needs Trust (KSENT)
- Kent Further Education x2 (KFE)
- Kent Association of Training Organisations (KATO)
- Kent County Council. (KCC)
- Kent Invicta Chamber
- Federation of Small Businesses Kent (FSBK)
- CEC Cornerstone Employer Group
- Kent's higher education institutions. (U9)
- The Department of Work and Pensions (DWP)
- The Education and Schools Funding Agency (EFSA)
- The Department for Education (DfE)
- Medway

# Pathways or Dead Ends?

**Christine McInnes**

Director of Education and SEN, KCC



# **Responding to the Burning Platform:**

## **Qualification Reform and the Implications for Kent**

**Kevin Gilmartin**

Post-16 and Colleges Specialist, ASCL



Kevin Gilmartin

ASCL Post-16 and Colleges Specialist

Member ESFA Advisory Forum & Post-16 Funding Group

Member T levels implementation group

Member Quality in Careers Standard (QiCS) Board & Compass Careers Tool Advisory Group

Member UCAS Stakeholder & Apprenticeship Steering Group

Member Nuffield project group on Disadvantaged outcomes in 16-19 phase



**RESPONDING TO THE BURNING PLATFORM**

**QUALIFICATION REFORM AND THE  
IMPLICATIONS FOR KENT**



# BONFIRE OF THE BTECS

More than just that.....

# A BURNING PLATFORM

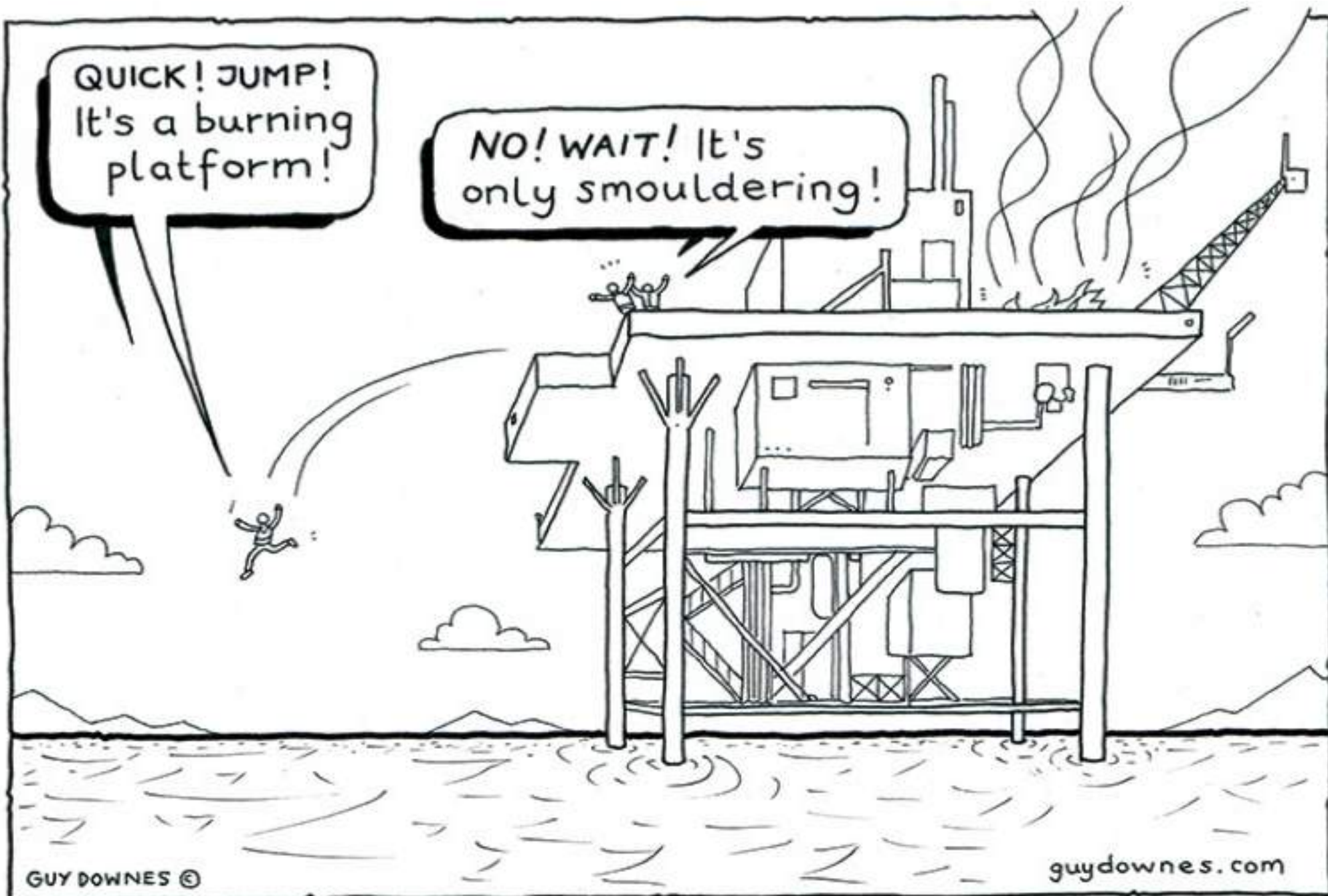
A metaphor used to explain the necessity of change despite the fear of the unknown consequences.

Derived from the fatal explosion of an oil drilling platform in which one survivor had to choose to jump into a sea of burning oil rather than burn on the platform.

Describes a situation in which action is required and maintenance of the status quo is no longer an option as doing so would be even more harmful.

QUICK! JUMP!  
It's a burning  
platform!

NO! WAIT! It's  
only smouldering!



## By the end of this session I hope you will:

1. Better understand the national picture and direction of travel in post-16 policy and practice.
2. Consider their implications for you within the post-16 sector in Kent.
3. Consider how a localised response might offer a solution to the challenges
4. Seriously consider jumping!

**HEPI JUST PUBLISHED A MAJOR NEW PAPER**  
***CONNECTING THE DOTS: THE NEED FOR AN EFFECTIVE SKILLS SYSTEM IN ENGLAND***

**Identifies** the need for a national framework to enable regional networks of differentiated education institutions to develop, supported by a holistic cross-government skills strategy that considers industrial properties, regional prosperity and infrastructure development to facilitate a more integrated approach to education and the country's future prosperity.

**Recommends** creating a cross-departmental Post-16 Skills Council to oversee a national skills strategy, while ensuring that the funding regime supports universities, colleges and sixth forms to specialise and collaborate.

# DOES IT RING ANY BELLS FOR YOU IN KENT?

“the urgent need to break down the educational barriers created by regulatory burden and competition between education institutions, which is preventing our skills system from meeting the needs of learners and employers across the country”.

“The education system only serves learners well if they follow the standard route from GCSEs to A-Levels through to university; it fails to deliver clear pathways for those who do not, particularly for students wishing to study more technical or industry aligned provision.”

“Funding constraints are leading to ineffective levels of delivery through duplication across sectors, driving a quasi-market that is not necessarily in the interests of learners or the nation”.

# LEVEL 3 REFORM

# At present there are broadly four options post-16

## ACADEMIC

**A Levels**

**IB**

**EPQ**

**Core maths**

## VOCATIONAL

**Applied Generals**

*(Business 20%, Sport & HSC 15%, Science 10%)*

**IBCP**

**(mixed model)**

## TECHNICAL

**T Levels**

Classroom based programmes delivered over 2 years by mainly FE providers (80% in provider and 20% on the job)

Variety of assessment methods

**Apprenticeships**

Work based training for a minimum of 12 months (80% on the job and 20% off the job)

On the job assessment + end point assessment



# The government believed the technical education system had to change

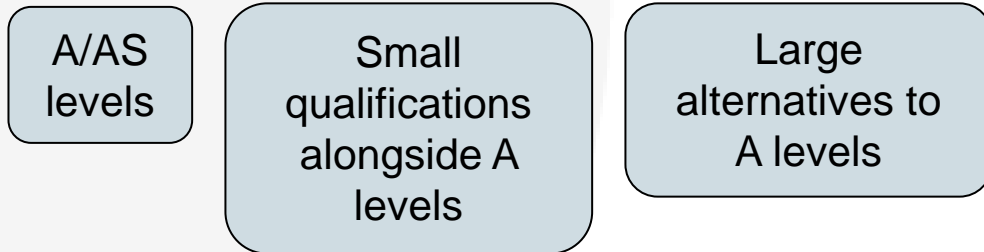
- A confusing and complex system of qualifications
- Too little technical education at higher levels
- Current system has limited employer engagement with standards and qualifications not reflecting employers' needs
- No effective voice for employers to influence technical education
- Not enough apprenticeship opportunities
- Pupil inertia
- Provider base not consistently high-quality
- Return on investment poor
- Careers advice needs significant improvement



## “The Sainsbury Review 2016

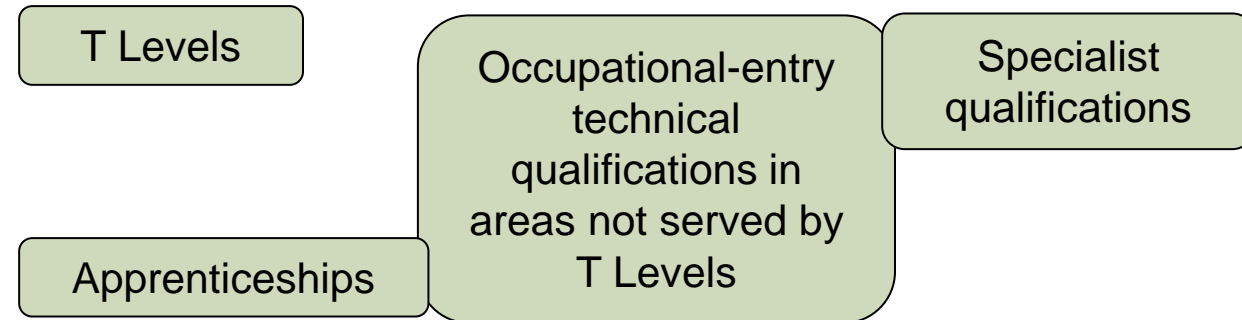
## Academic landscape for 16-19 year olds

Qualifications that support students to progress onto and achieve high quality FE and HE academic courses.



## Technical landscape for 16 to 19 year olds

Qualifications that provide the knowledge, skills and behaviours students need to progress to skilled employment or higher technical study.





# **A World-Class Education System**

**The Advanced British Standard**

**Presented to Parliament  
by the Secretary of State for Education  
by Command of His Majesty**

**October 2023**

CP 945

# THE POST 16 CURRICULUM - APPARENTLY A PRIORITY AREA FOR NO. 10

Maths to 18  
(April 2023)

Where are these maths teachers coming from?

A British Baccalaureate  
(September 2023)

How does this align with A level and T level reforms?

# Maths for all to 18 - the government fixation?

- **Staffing?**
- **Displacement of other subjects?**
- **Functional maths, resit maths, core maths, A level etc?**
- **Passport to functional numeracy? (ASCL preference)**

## Average proportion of 16-18 students studying level 3 maths:

- Schools and academies 32%
- Free schools 39%
- FE colleges 3%
- Sixth form colleges 24%
- Studio schools 19%
- UTCs 45%

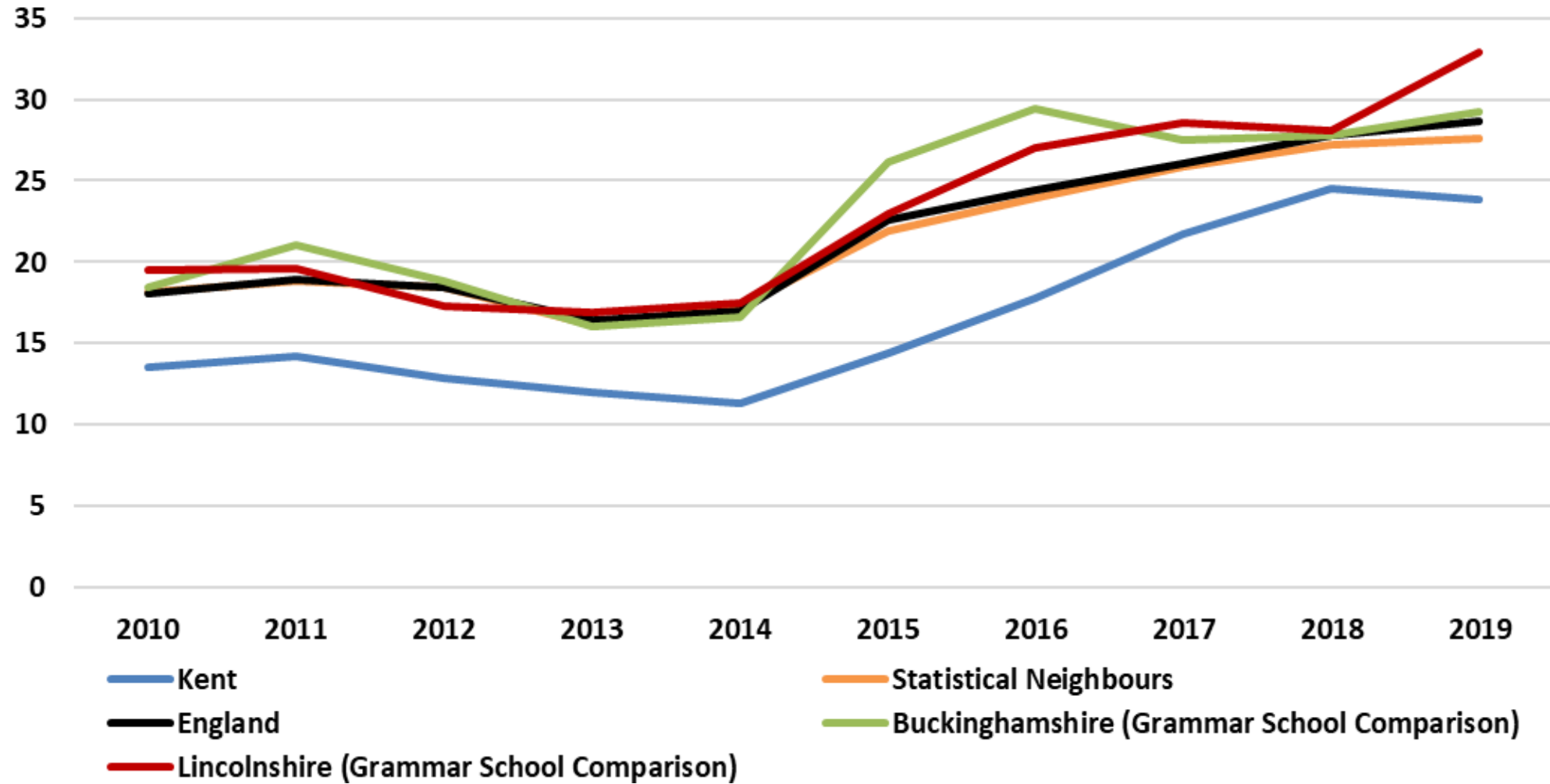
## Core maths?

- Total number of students nationally – around 12,000

## GCSE maths resits?

- Total number of students nationally – around 120,000

## Attainment of level 2 in English and Maths at age 19 for those who had not achieved this level at 16





“Less than one in three of these students nationally, and less than one in four in Kent, is successful.....this level of failure would probably not be tolerated in any other context. There is a clear need to provide and promote alternative qualifications in literacy and numeracy that students *can* achieve.”



# A world-class education system

The Advanced British Standard

**“Technical education is not given the respect it deserves.**

**Students don’t spend enough time in the classroom.**

**A quarter of our children leave education without the basic literacy and numeracy they need to fulfil their potential.**

**And our students study too narrow a range of subjects...**

**We will introduce the new rigorous, knowledge rich Advanced British Standard...**

**...which will bring together A-Levels and T-Levels into a new, single qualification for our school leavers...**

## How the Advanced British Standard differs from the current system:

### Today, students have:

**Fewer teaching hours** than their international counterparts.

**Fewer subjects studied**, typically in a narrower range.

**40% of students have not attained both English and maths at age 16** and 25% of students do not have both GCSE English and maths by age 19.

**Less understanding** about technical options than academic ones.

**Confusing and complicated** to make qualification choices at 16.

### Under the Advanced British Standard, students will have:

**More teaching hours**, closing the gap with international counterparts.

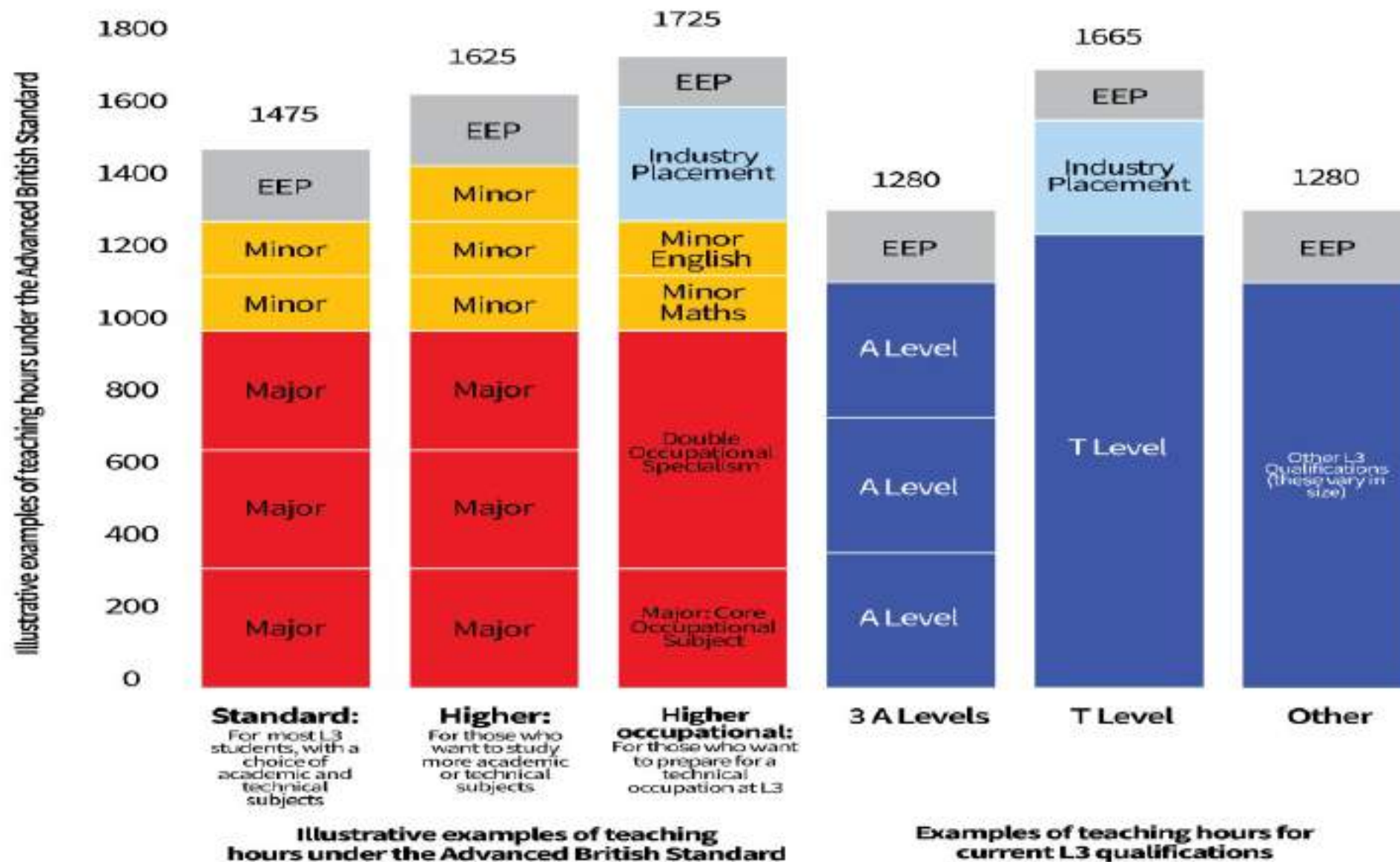
A **broader curriculum** until 18.

**Maths and English** studied to 18, with more reaching expected standards.

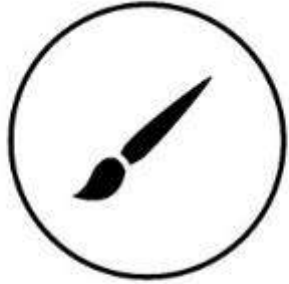
**Equal choice** between technical and academic subjects under the same qualification umbrella.

**Simpler and more straightforward** to make choices at 16.

# What could additional teaching hours look like?



# Many different routes to success



Example subjects to work in creative arts:

**Majors**

**Minors**

Art & Design

Maths

Media, Broadcast & Production

History

English



Example subjects to work in computer science:

**Majors**

**Minors**

Computer Science

English

Further Maths

Business

Maths



Example subjects to work in early years:

**Double Major**

**Minors**

Early years educator

Maths

**Major**

English

Education & Childcare

Industry Placement



Example subjects to become a doctor:

**Majors**

**Minors**

Chemistry

English

Biology

Physics

Maths

Music



# INVESTING NOW, FOR THE FUTURE

1. Key shortage subjects a payment of up to £6,000, tax-free per year, if they are in the first five years of their career.
2. Invest an additional c.£150 million each year to support those who do not pass maths and English GCSE at 16 to gain these qualifications.
3. invest an additional £40 million in the Education Endowment Foundation, so that they can expand their current efforts (present focus more on the under-16s)
4. Turbo-charge the best, evidence-based techniques for maths teaching ahead of the introduction of the Advanced British Standard: teaching for mastery in maths.

In terms of progression to post-16 ASCL would argue the focus should be on the 'Forgotten Third'



- A third of 16 year-olds do not achieve a grade 4 in English and maths GCSE.
- Only a third go on to improve their grade post-16, with 20% actually doing worse than they did in year 11.
- Does this resonate to you in Kent?

# WHAT ABOUT PROGRESSION AT THE END OF THE SIXTH FORM?

Estimated percentage of A level and equivalent students who progressed to the most selective HE providers by age 19 by school/college type





## Outcomes in Kent - The quantitative data indicates, *inter alia*, that at 18:

- Kent students from (broadly) non-disadvantaged backgrounds seem to achieve at and progress from Key Stage 5 as well as their peers elsewhere in the country: those from disadvantaged backgrounds do not.

In particular ...the gap between progression rates to the most selective HE for disadvantaged and non-disadvantaged students appears to be wider in Kent than nationally

- There is a relatively small gap nationally between progression to all HEIs by disadvantaged and non-disadvantaged students (46% to 51%)<sup>4</sup>. In every Kent district, the gap is greater than this – in some cases, substantially.

In Kent, progression to 'positive' destinations (HE/FE, apprenticeships, and employment) after Key Stage 5 matches or betters national averages for those with a L3 or L2 qualification

Kent is less successful in terms of progression to positive destinations for those not yet qualified at Level 2

# LEVEL 3 REFORM - DETAIL

# ***So exactly what is happening with AGQ defunding?***

**First stage**      **“Low or no” enrolments**  
**no more starts allowed**

**Second stage**    **Defunding of quals that overlap with T levels**  
**last starts on affected quals Sep 2024 & 2025**

**Third stage**      **Defunding of all level 3 quals apart from A levels or T levels)\***  
**Introduction of Alternative Academic Qualifications (AAQs)**  
**first starts on these in Sep 2025 and Sep 2026**  
**(won't know which subjects for certain until July 2024)**

**\*also IB, core maths, EPQ**

## **Stage 2 - AGQ defunding process – where content overlaps with T levels**

**Summer 2022 - first defunding list finally published (after 3 years)**

160 quals on list – 38 BTECs (some old QCF) – essentially housekeeping

**October 2022 - new defunding list (after ABs appeals over summer)**

Health & science quals now excluded because of T level health exam issues

**March 2023 - new list of qualifications that overlap with waves 1 and 2**

**May 2023 (updated Nov 23) - new list of quals that overlap with wave 3**

85 quals on the list (but not bbusiness)

**Dec 2023? – Final list of qualifications that overlap with wave 4**

## Stage 3 - AGQ defunding process of all quals apart from A levels or T levels

Awarding Bodies needed to submit for approval new quals in subject areas **that are not A levels\* or T levels** - 2025 (cycle 1) & 2026 (cycle 2)

**Alternative Academic Qualifications (AAQs)** *or*

**Alternative Technical Qualifications (ATQs)**

**But only certain subject areas allowed!** - Small quals (singles) & Large quals (doubles/triples)

\*plus exceptions like the IB, EPQ, core maths

# What does this mean for BTEC Nationals – Pearson's view

## **CPLD Construction**

Qualifications will continue to be funded for academic year:

- 2023/24

Some qualifications will be defunded in 2024/25.

New qualifications, and funding removed from remaining. 2025/26.

## **Engineering**

Qualifications will continue to be funded for academic years:

- 2024/25

New qualifications, and funding removed from remaining, 2025/26.

## **Health and Social Care Applied Science Applied Psychology Applied Biology IT (RQF) Computing**

Qualifications will continue to be funded for academic years:

- 2024/25

New qualifications, and funding removed from remaining, 2025/26.

## **Art and Design Land based Marketing Creative Media**

Qualifications will be reviewed for T Level overlap later this year for 2025/26 funding removal.

Qualifications will continue to be funded for academic years:

- 2024/25

2025/26 will be confirmed later this year.

New qualifications introduced and funding removed from remaining 2026/27.

## **Business Enterprise Esports Sport Performing Arts Music Uniformed Protective Services Travel and Tourism**

Qualifications will continue to be funded for academic years:

- 2024/25
- 2025/26

New qualifications introduced and funding removed from remaining 2026/27.

# Pearson new AAQ & ATQ quals in 2025/26 -

Pearson are planning to submit the following new BTEC qualifications for funding approval for first teach in 2025/26. These were submitted July 2023. If successful, they will be finally approved in July 2024 and available for first teaching in 2025/26.

## Academic

- BTEC National Extended Certificate in Construction (AAQ)
- BTEC National Extended Certificate in Information Technology (AAQ)
- BTEC National Extended Certificate in Computing (AAQ)
- BTEC National Extended Certificate in Medical Science (AAQ)
- BTEC National Extended Certificate in Applied Science (AAQ)
- BTEC National Extended Certificate in Health and Social Care (AAQ)
- BTEC National Extended Certificate in Children's Play, Learning and Development (AAQ)
- BTEC National Extended Certificate in Engineering (AAQ)

## Technical

All the following, except for the qualification for Fitness and Personal Trainer, are for adults only.

- BTEC Technical Occupational Entry for Cyber Security Technicians (Diploma)
- BTEC Technical Occupational Entry for Early Years Educators (Diploma)
- BTEC Technical Occupational Entry for Fitness and Personal Trainer (Diploma)
- BTEC Technical Occupational Entry for Teaching Assistants (Diploma)

# IBCP

International Baccalaureate (IB) Diploma – continues to be funded

IBCP – more complicated as comprised of three parts:

- Individual subjects from the IB Diploma (students must take at least 2)
- Career Programme core
- Career-related studies e.g. AGQs/BTECs

The individual subjects & Career Programme Core could be funded separately from the diploma if IBO choose to submit them for approval and they meet criteria for AAQs



# POLL

HOW MANY DIFFERENT SUBJECT AREAS FOR THE NEW SMALL (SINGLE) AAQS ARE GOING TO REMAIN?

**Ten or more subject areas?**

**Fewer than ten?**

➤ **Small AAQs (1 A level equiv.) will only be funded in eight areas:**

**Science/Engineering** (2025)

**IT/Computing** (2025)

**HSC** (2025)

**Art/craft/design** (2026)

**Music/creative arts** (2026)

**Media (creative/digital)** (2026)

**Sport** (2026)

**Uniformed services** (2026)

*Other possibilities include - Enterprise, Criminology, Sustainability*

# POLL

HOW MANY DIFFERENT SUBJECT AREAS FOR THE LARGE (DOUBLE OR TRIPLE) AAQS ARE GOING TO REMAIN?

**Five or more subject areas?**

**Fewer than five?**

- Large AAQs (2+ A level equiv.) will only be funded in three subject areas

**Performing arts**

**Sport areas**

**Craft areas**

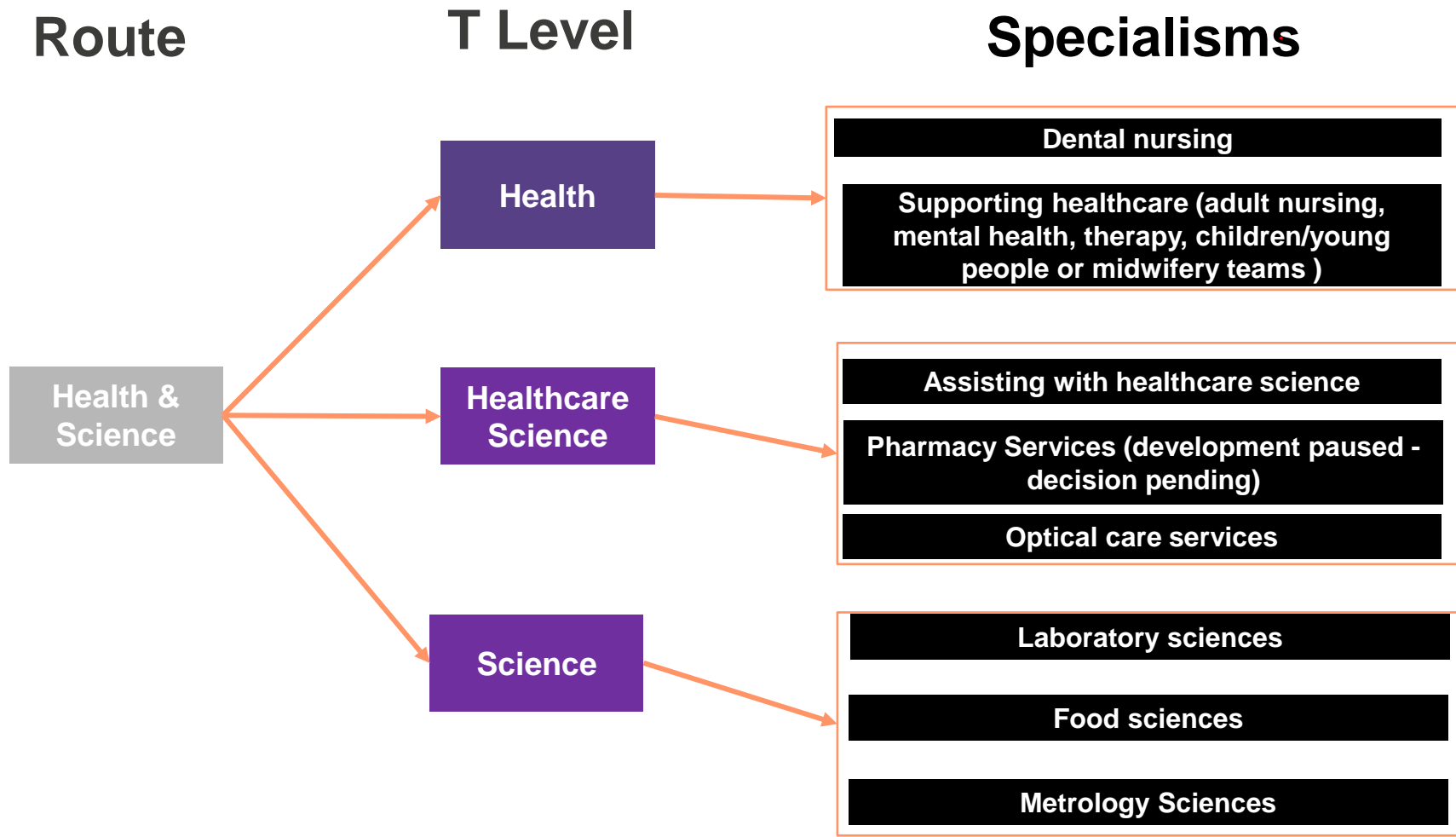
# T LEVEL ROLLOUT

T Levels started 2020  
started 2021/ started 2022

T Levels for 2023 delivery/ 2024  
delivery/ 2025 delivery

AGRICULTURE, ENVIRONMENTAL AND ANIMAL CARE ROUTE	BUSINESS AND ADMINISTRATIVE ROUTE	CATERING AND HOSPITALITY ROUTE	CONSTRUCTION	CREATIVE AND DESIGN ROUTE
Agriculture, Land Management and Production	Human Resources replaced by Sales, marketing and procurement	Catering (deferred to beyond 2024)	Building Services Engineering for Construction	Craft and Design (deferred 2024)
Animal Care and Management	Management and Administration		Design, Surveying and Planning for Construction	Media, Broadcast and Production (deferred 2024)
			Onsite Construction	

DIGITAL ROUTE	EDUCATION AND CHILDCARE ROUTE	ENGINEERING & MANUFACTURING ROUTE	HAIR AND BEAUTY ROUTE	HEALTH AND SCIENCE ROUTE	LEGAL, FINANCE & ACCOUNTING ROUTE
Digital Business Services	Education and Early Years	Engineering and Manufacturing Design and Development	Hair, Beauty and Aesthetics (deferred 2024)	Health	Accounting
Digital Production, Design and Development		Maintenance, Installation and Repair for Engineering and Manufacturing		Healthcare Science	Finance
Digital Support Services		Engineering, Manufacturing, Processing and Control		Science	Legal Services



# **T LEVEL PROGRAMME - SUMMARY**

*maximum 1800 Hrs over 2 years*

## **TECHNICAL QUALIFICATION (TQ) 900-1400 GLH**

### **CORE**

- Up to half the qualification
- Knowledge and understanding of the concepts, theories and principles relevant to that sector
- Assessed through an external examination and a substantial project

### **OCCUPATIONAL SPECIALISM**

- At least half of the qualification
- Knowledge and skills required to enter employment in that occupational specialism
- As close to full competence as possible
- English, maths and digital competence integrated where relevant

### **T LEVEL INDUSTRY PLACEMENT**

- Between 315-420 hours
- Undertaken with an external employer
- Chance to apply skills and apply knowledge in a workplace environment
- Support for travel and subsistence costs but employers not expected to pay students

### **ENGLISH AND MATHS REQUIREMENTS**

- **Students no longer required to achieve a level 2 in English and maths (but must meet condition of funding)**

### **ADDITIONAL MANDATORY REQUIREMENTS**

- Occupation-specific requirements included where possible if essential to enter employment

**PROGRESSION PROFILES, WHICH ILLUSTRATE THE RANGE OF PROGRESSION OPTIONS AVAILABLE FOLLOWING COMPLETION OF A T LEVEL**

***EDUCATION & EARLY YEARS T LEVEL (NCFE)***

“Suitable for anyone wanting a career in early years education, childcare or assisting teaching. Students can progress into roles such as:

**NURSERY WORKER**

**TEACHING ASSISTANT**

**LEARNING MENTOR**

**SPECIAL EDUCATIONAL NEEDS TEACHING ASSISTANT**

**PLAYWORKER**

**PORTAGE HOME VISITOR**

Students can also use this T Level to do a related higher-level apprenticeship or degree course”.



## ***GRADING AND CERTIFICATION – SUMMARY***

- An **overall grade** of pass, merit, distinction or distinction\*
- A separate grade for the **core** component, using A\* to E
- A separate grade for the **occupational specialism**, pass, merit or distinction
- Overall T Level grade calculated from core & specialism

- **Av. GCSE score of A level students = 6.47**
- **Av. GCSE score of A level and AGQ students = 5.42**
- **Av. GCSE score of AGQ students = 4.90**

- |                               |                              |                                |
|-------------------------------|------------------------------|--------------------------------|
| • <b>A level students</b>     | 97.8% with Maths GCSE pass   | 99.5% have a pass in English   |
| • <b>T level students</b>     | 93% of students have Maths   | 96% of students have English   |
| • <b>AGQ only (not mixed)</b> | 75.7% of students have Maths | 84.3% of students have English |

• Student numbers finishing programme last summer:

• A level only = 284,380    AGQ only = 119,853    Mixed A and AGQ = 61,024    T levels = 3,400

## Pass rates last summer?

- 92% overall pass rate
- 6% were yet to complete their placement

## Pass rates this summer?

- 90% overall pass rate (Health highest 96% & Digital Business lowest 70%)
- 5% were yet to complete their placement

# UCAS Tariff

## How T-level grades compare to A-levels

UCAS tariff points	T Level overall grade	A level
168	Distinction*	A*A*A*
144	Distinction	AAA
120	Merit	BBB
96	Pass (C or above on core component)	CCC
72	Pass (D or E on core component)	DDD

# Are universities accepting T Level students?

- **Approximately 130 HE providers (incl. FE and IoTs) will accept T-levels for entry**
- **Approximately half of the 24 Russell group universities**
- **Many universities only offer 1 or 2 courses**

# ***POLL***

**WHAT % OF THE FIRST 3 COHORTS OF T LEVEL STUDENTS ENDED UP GOING TO UNIVERSITY IN 2022?**

**Lower than 25%**

**25-50%**

**Higher than 50%**

# What happened last summer?

- **Approx. 40% of T Level students went to uni in 2022**

# ***POLL***

WHAT % OF T LEVEL STUDENTS ENDED UP GOING TO UNIVERSITY IN 2023?  
(PROVISIONAL)

**Lower than 40%**

**Higher than 40%**



# What happened last summer?

- **Approx. 36% of T Level students went to uni summer 2023 (provisional)**

**Where did the other 60% go?**

**No official gov data (two-year lag)**

# HOUSE OF COMMONS REPORT

Recommendation 10: the department must publish data on the education, apprenticeship, and employment destinations for the first cohort of T level students at the earliest opportunity. While department destination measures are usually published two years following the completion of 16–18 study, we recommend the department fast-track this data, providing an interim picture ahead of the expected official publication in 2024. (Paragraph 45)

## **GOV RESPONSE**

“The Department already makes destination data available at the earliest opportunity. It is not possible to fast-track the publication of destination data as it is matched with data from a range of other sources, and accelerating this process this would result in incomplete destination information”.

The Technical Education Learner Survey (commissioned by DfE) is tracking the destinations of the first 2 T Level cohorts and we will be publishing the findings from the first cohort (1 year after completion) in late 2023 / early 2024.

## **Anecdotally: Where did the other 60% go?**

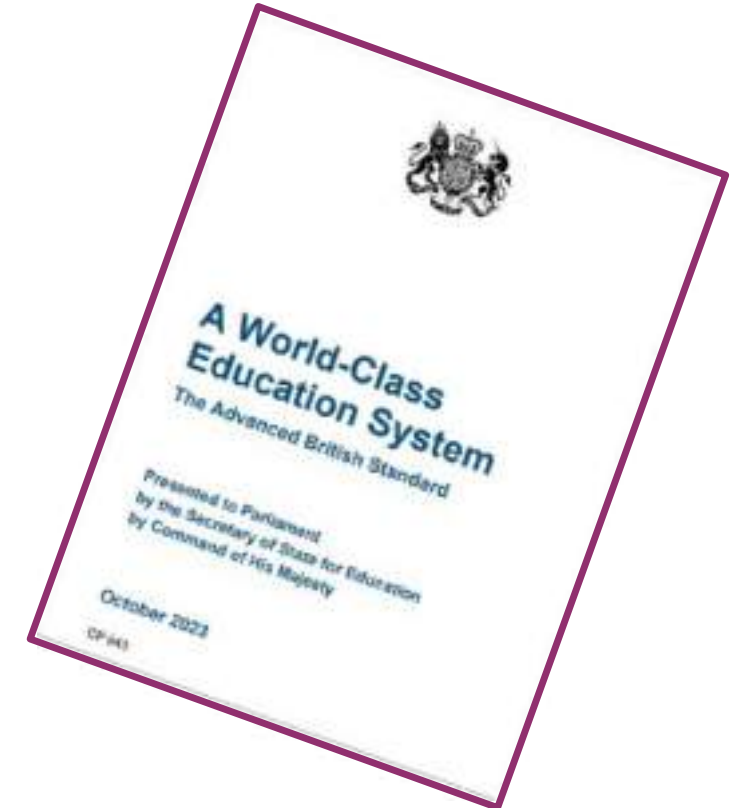
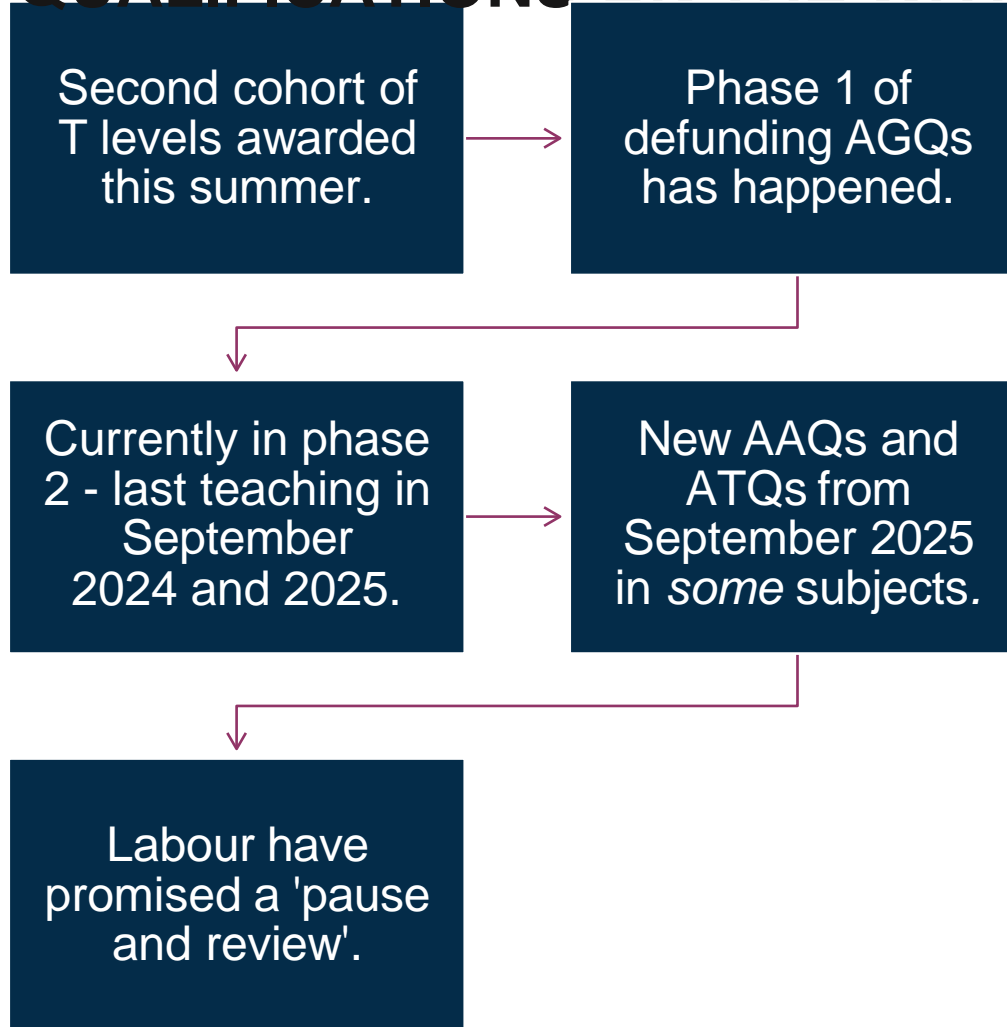
**40% University**

**10% Degree apprenticeships**

**50% Apprenticeships/work**

# SUMMARY - VTQS AND AGQS CONTINUE TO BE REFORMED - WITH NEW

## QUALIFICATIONS ON THE WAY



# So up and down the country schools and colleges that are presently running BTECs need to make strategic decisions

- To run one or more T levels?
- To focus on the new AAQs areas – singles or large?
- To just focus on A levels?
- To close the sixth form?
- To work in partnership with other schools/FE college/providers?
- Stay on the burning platform!

# Local Skills Improvement Plans

63

LSIPs “will be employer-led and will set out the key changes needed in a local area to make technical education and training more responsive to employers’ skills needs”

A statutory duty on all colleges and similar designated institutions to keep their provision under review to ensure the newly identified needs from LSIPs are being met - not to leave “holes”

Legislation covers FE colleges and sixth form colleges but not schools with sixth forms.

**Should schools in Kent that provide vocational education participate in LSIPs anyway?  
Are LSIPs a route into local collaborative partnerships?**

**LEVEL 2 AND BELOW?**



# WHO IS THE TRANSITION PROGRAMME (TLTP) FOR?

Learners who want to develop a broad range of knowledge, skills and behaviours (KSBs) to support their:

- progression onto T Levels

One TLTP for each T Level route, so learners can:

- investigate possible occupations in which to specialise
- find out what to expect from that T Level
- make an informed choice about next steps.

# The building blocks - KSBs covered



WHAT % OF T LEVEL TRANSITION PROGRAMME STUDENTS PROGRESSED ON TO A FULL T LEVEL FROM THE FIRST COHORT?

**14% (118 students) went on to start a full T level the following year**

- 847 students started a T level transition programme in 2020
- 277 students progressed on to other level 3 courses e.g. BTECs or an advanced or higher-level apprenticeship

# LEVEL 2 REFORMS - OBJECTIVES

“Young people will benefit from clear progression **pathways** and **high-quality** qualifications that provide the skills and knowledge they need to achieve their aspirations”.

## Eight distinct groups of quals at level 2 in the future, alongside GCSEs and functional skills (six groups for 16-19)

1. **Qualifications that support students to progress to level 3 technical qualifications which provide entry to an occupation, including T Levels**
2. Occupational-entry qualifications supporting progression into employment in an occupation at level 2
3. Specialist qualifications which enable students to build on an employer-led occupational standard and develop specialist skills and knowledge
4. Qualifications supporting students to develop cross-sectoral skills that add value across multiple occupational standards, such as stand-alone health and safety qualifications
5. Qualifications that have content that is substantially different from GCSEs and that support students to progress to level 3 academic qualifications, such as performing arts qualifications
6. English qualifications for speakers of other languages

# EXAMPLE TRANSITION PROGRAMME – NCFE

Education and Childcare T Level Transition		
Component	Qualification	GLH
English	NCFE Entry Level 2 Functional Skills Qualification in English	55
Maths	NCFE Entry Level 2 Functional Skills Qualification in Mathematics	55
Work Experience & Preparation	NCFE Entry Level Award in Employability Skills (Entry 3)	36
Technical Skills	NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People	309
Pastoral support & Personal development	NCFE Level 1 Certificate in Personal and Social Development	150
L3 Stepping Up	Lead and Manage a Team Within an Early Years Setting	46
<i>Total GLH</i>		651

# CEIAG & APPRENTICESHIP ROUTES

# Provider Access Legislation – PAL New requirements



EDUCATION & TRAINING FOUNDATION

Extension of the Baker clause

School must put on at least 6 encounters for pupils during normal school hours

2 encounters in years 7/8

2 encounters in years 10/11

2 encounters (voluntary) in years 12/13

Every school must prepare a new policy statement on the school website

Statement reviewed annually by the Careers Leader, and agreed with the governing body

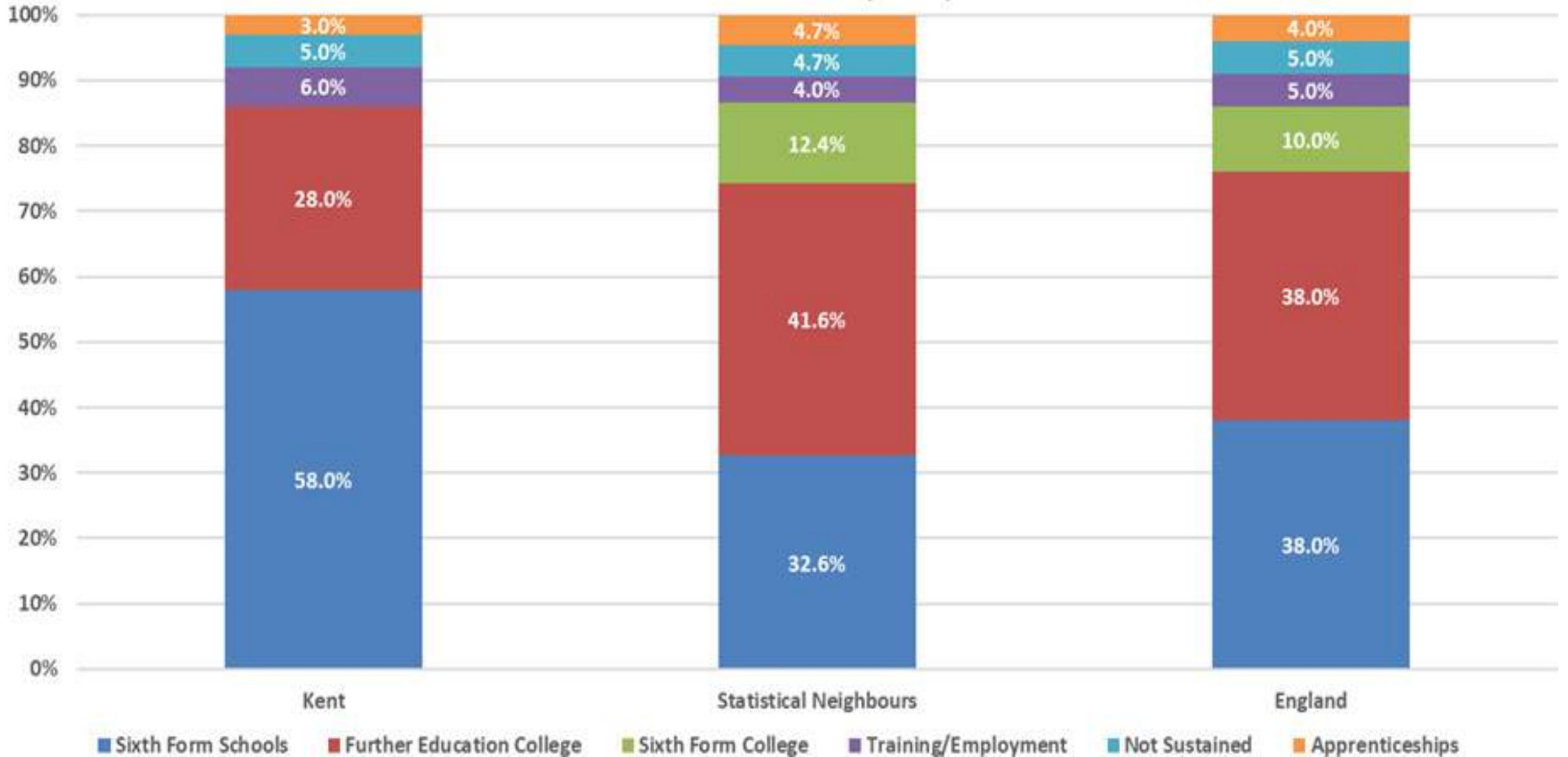
All in line with the Gatsby Benchmarks 7 (encounters with further and higher education)





# DESTINATIONS

KS4 Destinations (2019)





UCAS

WHERE

NEXT?

WHAT INFLUENCES THE CHOICES OF WOULD-BE APPRENTICES?



# FINDINGS - APPRENTICESHIPS

Benefits of apprenticeships is that you can 'earn while you learn'.

However UCAS found that to many students money is also a barrier - 24% of former applicants said that one of the top three reasons why they did not pursue an apprenticeship was because they felt "they could not afford to do so".

Availability locally and availability in particular career routes most common reasons for not pursuing apprenticeship opportunities - 61% former applicants cited 'there aren't any apprenticeships near me' as a top three reason why they did not pursue an apprenticeship

# WHAT DO POTENTIAL APPRENTICES WANT TO KNOW?

- More information about how much apprentices are paid (39%),
- about how to choose an apprenticeship (37%)
- and application process (36%)
- and what it is actually like (35%)

How much Apprenticeships are paid

39%

How to choose an Apprenticeship

37%

How applications work for Apprenticeships

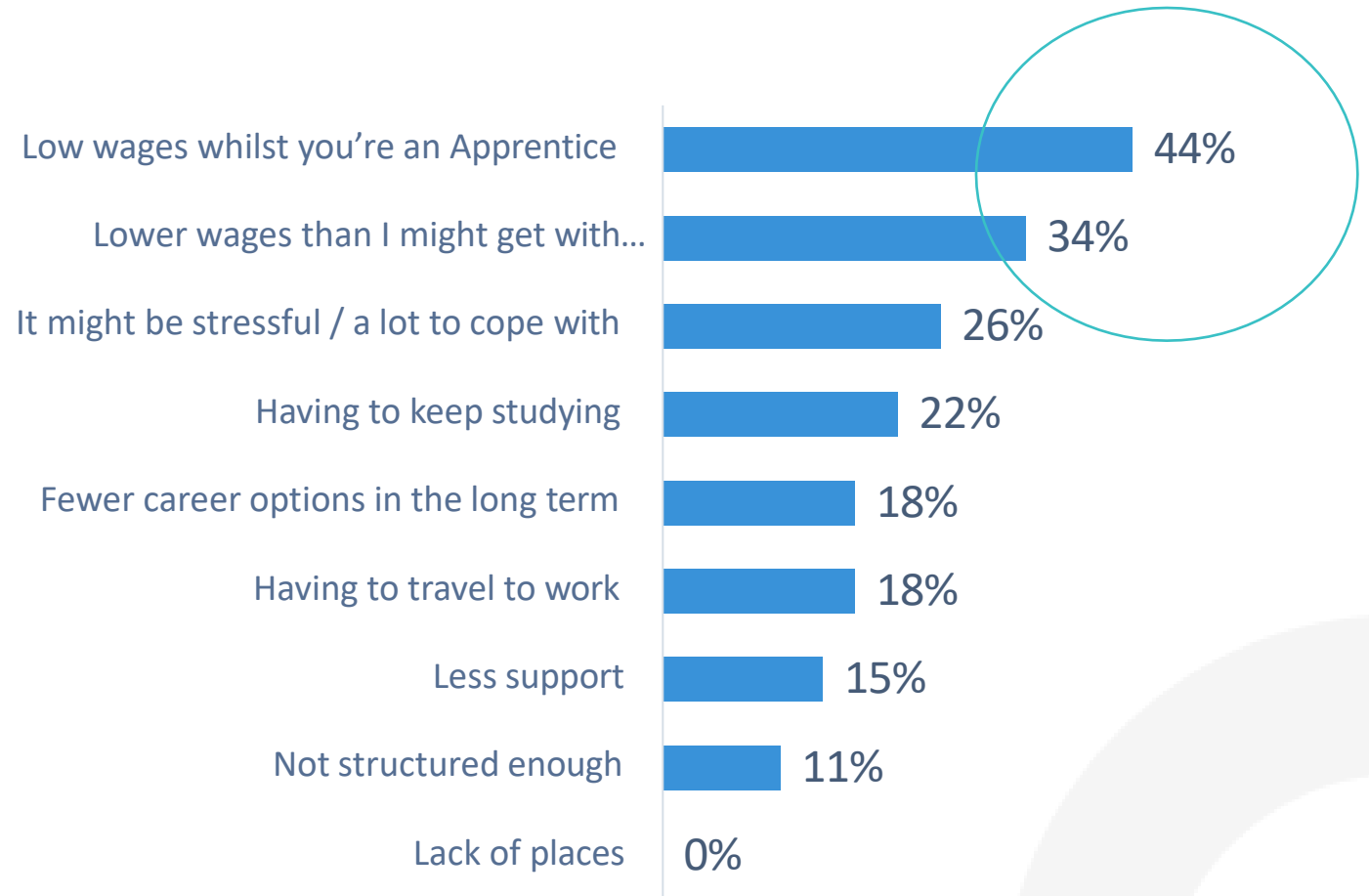
36%

What it's really like to be an Apprentice

35%

# WHAT ARE THE PERCEIVED DISADVANTAGES OF APPRENTICESHIPS

- Apprenticeships low wages (44%) and perception that might earn more with other qualifications (34%)



Evidence shows that although **teachers were one of the most accessed sources of careers information, advice and guidance** for young people, only a small proportion found teachers' advice to be the most useful.<sup>3</sup>

**Teachers pass on messages,  
sometimes implicitly, about career  
paths through the relationships  
they build and the curriculum they  
teach.**



# Teacher Encounters - Subject teachers

The Careers & Enterprise  
Company





# What are Teacher Encounters?

**Teacher Encounters are opportunities for teaching staff to spend time with and learn from people in industry.**

**Teacher Encounters can be delivered in a variety of ways:**

- Whole staff inset days
- Groups of teachers visiting employers
- One-to-one placements to develop the curriculum
- A single teacher meeting an employer

# Increasing subject teacher knowledge

- **All pathways**  
To inform effective careers conversations with students & parents
- **Current labour market information**  
To support engagement & progress by highlighting the relevance of a subject to careers opportunities

## **Employers report significant benefits of participating:**

- 97% say it's helped them explain to teachers and young people their future skills needs.
- 68% say they've learned useful skills through working with teachers.
- 77% of employers say they are now much more able to work with schools effectively
- 49% saying they were now more likely to recruit young people. 95% would recommend the programme to colleagues and other businesses.

# HOW TO TACKLE TRAVEL TO LEARN BARRIERS - RECOMMENDATIONS

- Reviewing the apprentice minimum wage, with specific focus on whether this could be aligned to the national minimum wage or living wage.
- Dedicated support for the relocation or travel of apprentices, particularly those from disadvantaged backgrounds, to support social justice.
- The development and inclusion of maintenance loans for apprentices from disadvantaged backgrounds, mirroring the approach undertaken with Higher Technical Qualifications
- Capitalising on the potential of apprenticeships as part of the levelling up agenda, incentivising creating opportunities in locations where current options are limited.

# ANY MONEY FOR ALL OF THIS?

Prime Minister speech to the Conservative Party Conference in October said that the main funding priority in every spending review will be education because it is:

**“the closest thing we have to a silver bullet”.**

**“My main funding priority in every spending review from now on will be education. It is the best economic policy, the best social policy, and the best moral policy. It is the best way to spread opportunity and create a more prosperous society.”**

**So what happened?**

## 16-19 formula funding 23/24

Programme funding  
+4.6%

£4753 for band 5  
learners

Programme weightings  
increased

Disadvantage block 2

Additional 40 hours  
funding continuing

## 16-19 tuition fund

10% on direct costs of  
delivery (check list)

At least 90% on staff  
costs

Expect 23/24 to be the  
final allocation

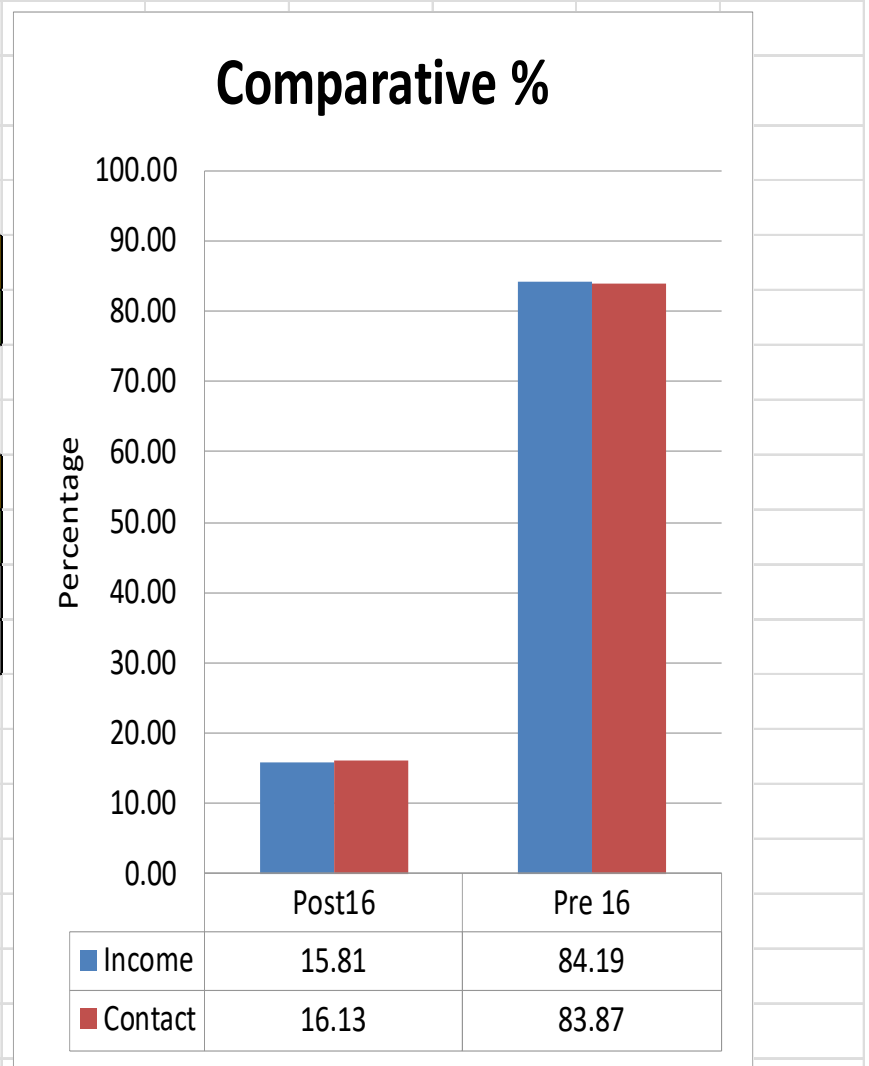
## Post 19

No additional funding  
for post 19 learners or  
apprenticeships

Lifelong learning  
entitlement (LLE)

## Examining Cross subsidy

Total School Budget	6200000		
Post 16 in-year funding	980000	Percentage of budget post-16	15.81
Effective main school funding	5220000	Percentage of budget pre-16	84.19
Total number of contact periods	1240		
Number of teacher contact periods post16	200	Percentage of contact time post-16	16.13
Number of teacher contact periods pre-16	1040	Percentage of contact time pre-16	83.87
		Percentage subsidy	0.32
		Financial subsidy	£20,000
Comparative percentages	Income	Contact	Variance
Post-16	15.81	16.13	0.32
Pre-16	84.19	83.87	-0.32
<b>To retain budget percentage</b>			
Number of post-16 periods available	196		
Change from existing provision	-4		



## European Social Fund [ESF]

Kent historically wide range of provision for vulnerable learners for whom school sixth form or college is not appropriate, provision largely funded by ESFA (often subcontracts from colleges/other large providers)

ESF brought in £6m for Kent a few years ago but came to an end in March 2019

The collapse of this provision with consequently hugely reduced places on provision



# SEND & VULNERABLE LEARNERS

# MEASURES CONFIRMED IN THE SEND & AP ROADMAP

**A new SENCO NPQ**

**AP training focus  
on returning to  
mainstream**

**An extension until  
March 25 of AP  
Specialist Taskforce**

**Doubling number of  
supported  
internship**

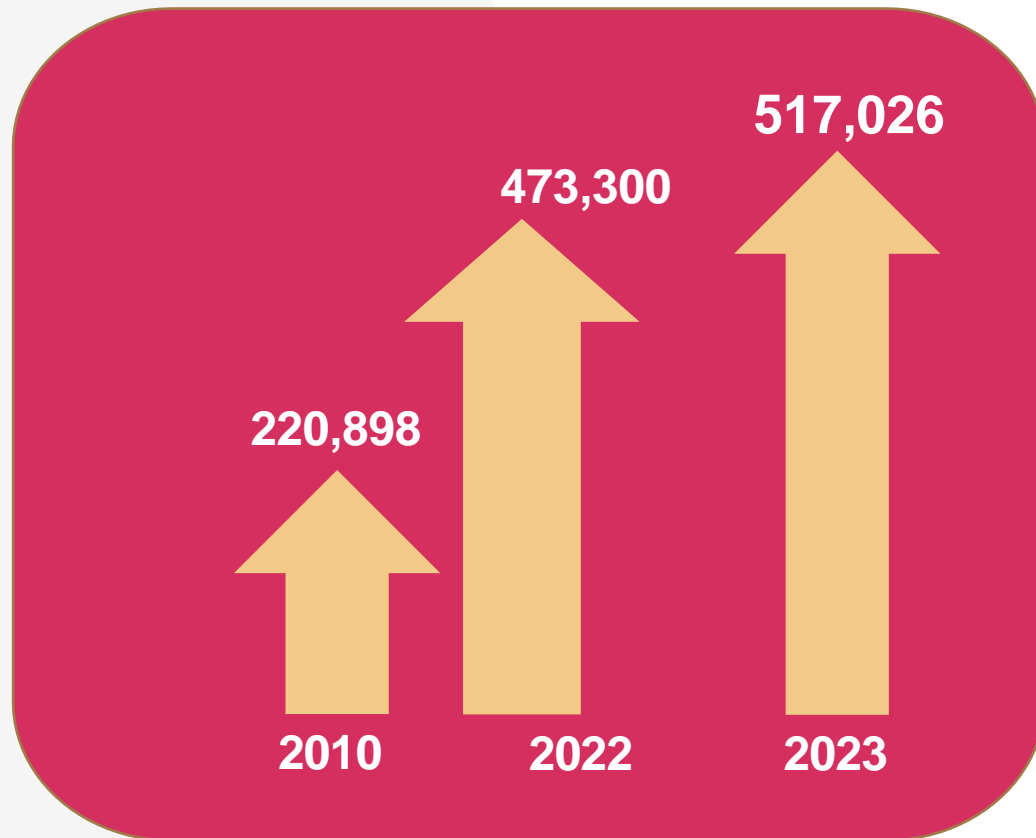
**£30 million to  
innovate short  
breaks**

**Digitising &  
standardising  
EHCPS**

**£70 million change  
programme**

**Setting up local  
partnerships**

# SEND NEEDS ARE RISING FAST. EHCP INFLATION IS AT 9%.



**17.3%**

children have SEND

**4.3%**

had an EHCP as of Jan 23

**13%**

on SEN Support

# Working together to safeguard children and young people

- Local Authority
- Clinical Commissioning Groups
- Police
- Education?

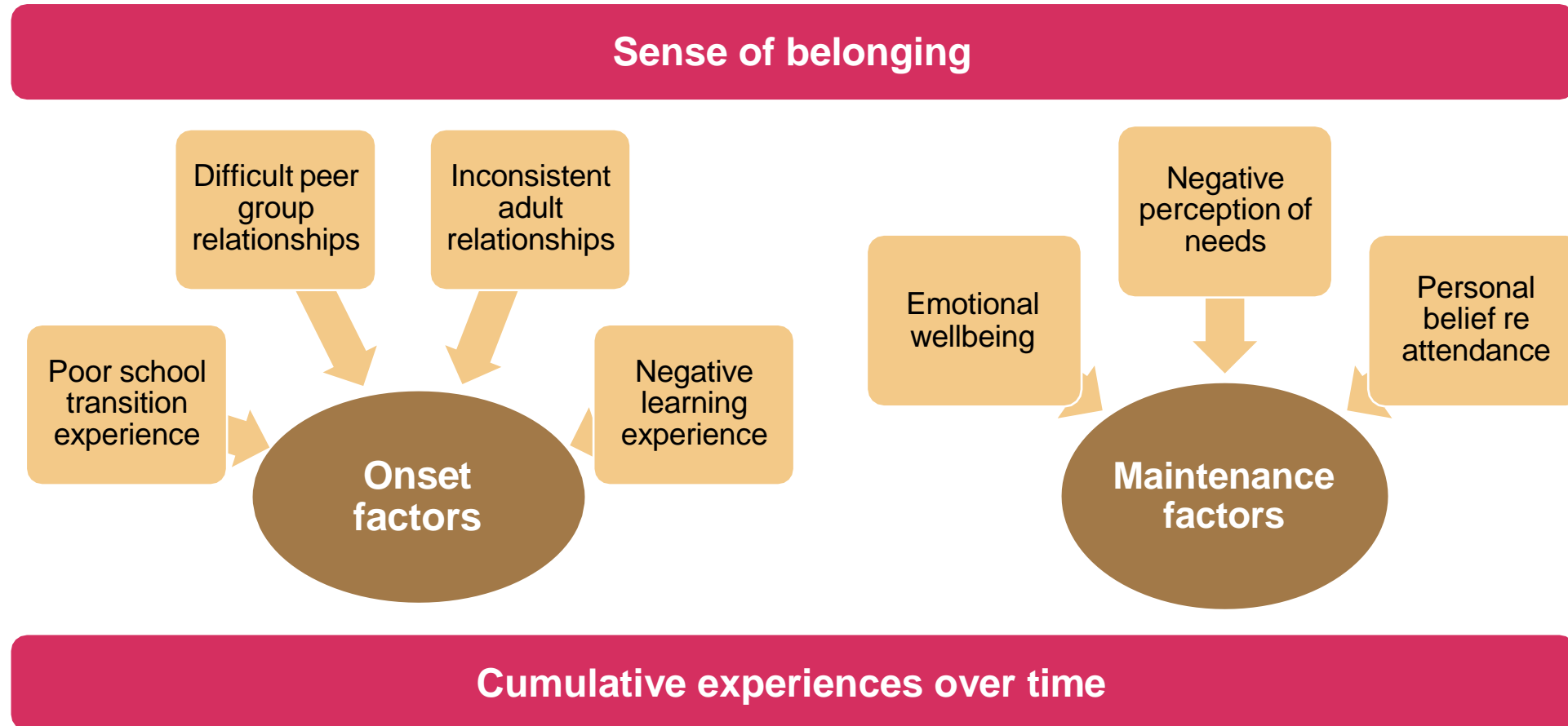
# Mental health diagnoses

In 2022, 18.0% of children aged 7 to 16 years and 22.0% of young people aged 17 to 24 years had a probable mental disorder.

In children aged 7 to 16 years, rates rose from 1 in 9 (12.1%) in 2017 to 1 in 6 (16.7%) in 2020.

**60% more young people had a probable mental health condition in 2021 compared to 2017**  
(of 6-16-year-olds in England)

# Breaking the cycle



# Labour has said they will do a curriculum and assessment review

An excellent foundation

A broader curriculum

Diversity in the curriculum

A more balanced assessment system

Work-ready including life skills, digital and oracy

## Labour Party other policies

- In favour of T levels (quieter on BTEC defunding) – the delay date is very important
- In favour of a 16-19 Baccalaureate (following recommendations of Times Commission)
- Prioritise the apprenticeship levy towards younger & level 2/3
- Increased focus on digital and AI/Robotics
- The return of the EMA?





But you can't wait for that.....

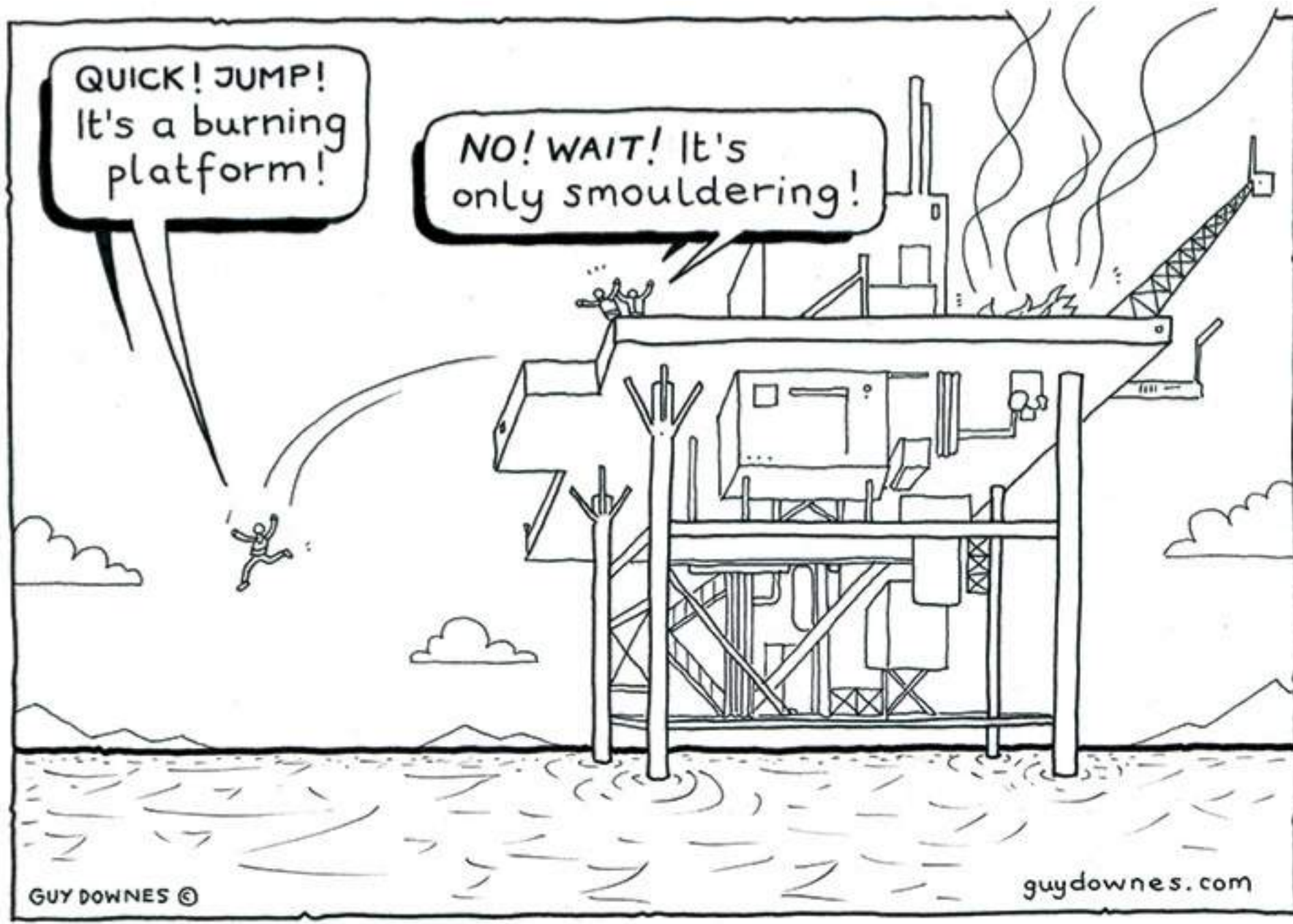
**and it won't solve your particular issues either**

## By the end of this session I hoped you would:

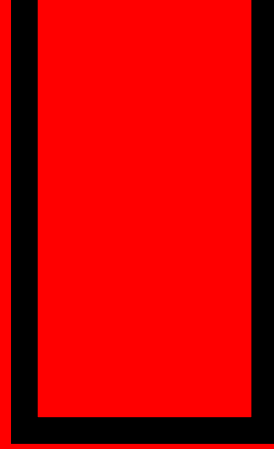
1. Better understand the national picture and direction of travel in post-16 policy and practice.
2. Consider their implications for you within the post-16 sector in Kent
3. Consider how a localised response might offer a solution to the challenges
4. Be prepared to jump!

QUICK! JUMP!  
It's a burning  
platform!

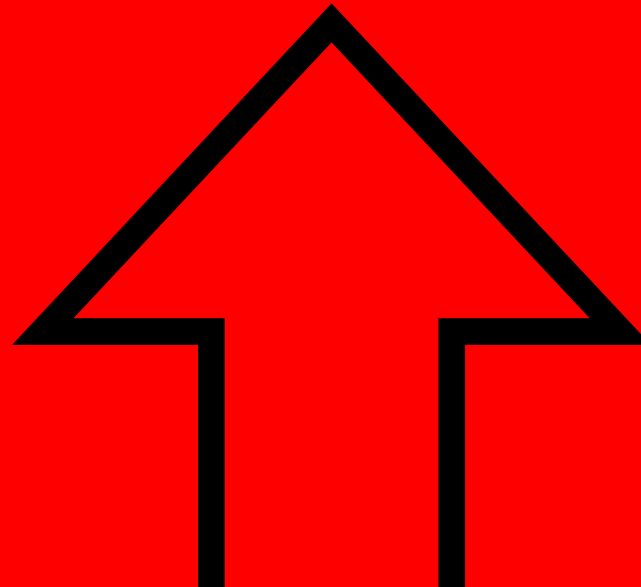
NO! WAIT! It's  
only smouldering!



I get up and nothin' gets me down  
You got it tough, I've seen the toughest around  
And I know, baby, just how you feel  
You got to roll with the punches and get to what's real  
Ah, can't you see me standin' here  
I got my back against the record machine  
I ain't the worst that you've seen  
Ah, can't you see what I mean?  
Ah, might as well jump (jump)  
Might as well jump  
Go ahead and jump (jump)  
Go ahead and jump



***THANK YOU***



Thank you



# The Local Picture

**Charlie Guthrie**

CEO, Endeavour MAT

**Table task:** Explore the curriculum offer in your area through the eyes of a range of learners.

**Consider the current outcomes, offer and the challenges, through the eyes of three young people.**





A young person easily exceeding that standard



A young person just making that standard (ie a level '2 1/2' student)



A young person in the 'forgotten third' ie not getting level 4 in Ma/En (including those who may fall well below that)



# Prompts for the Local Picture table discussion

1. Do we recognise the description given?
2. What is the data telling us about what is offered in our area? What issues do they raise?
3. Are all our issues described? Can we identify others for our area?
4. How knowledgeable are we about post-16 opportunities, both within our own settings and across our local area?
5. How well prepared are we for qualifications reform, especially the emergence of T Levels and the threats to BTECs and the IB, and how do we intend to meet the challenges it will pose?
6. Where are the gaps in provision within our own settings and/or our local area that restrict students options at 16 and therefore place limits on where they progress to and/or what they can do post-18?
7. How can we partner with other schools, colleges or training providers locally or county-wide to broaden students' options?
8. How can we make our young people more aware of what is locally available and enhance their ability to access it?
9. What are we doing that is already working?
10. What can we do together pre-16 to have a positive effect on the issues we are currently seeing post-16?

# Facilitators

Group	Area	Facilitator	Scribe
1	Ashford	Nathan Pascall-Smith	Jo Crean
2	Canterbury/Faversham/Thanet	Louise Naylor	Marisa White
3	Dartford/Gravesham/Swanley	Pauline Smith	Ian Watts
4	Dover	Charlie Guthrie	David Adams
5	Folkestone	Kerry Green	David Knox
6	Maidstone and Malling	Nick Holbrook-Sutcliffe	Helen Witcher
7	Sittingbourne and Sheppey	Tony Breslin	David Lucas
8	Tunbridge Wells/Tonbridge/Sevenoaks	Lucy Druesne	Brad Levy

**Coffee Break**



# The voice of the young people

[CXK video](#)

# Collaboration Works



# Inclusive Pathways: Student Centred Planning

**Kerry Greene**, *Principal, Goldwyn School*

**Lucy McLeod**, *Deputy CEO, East Kent Colleges Group*

# Inclusive Pathways Student-centered Planning

Goldwyn School and East Kent Colleges Group



**EKC**  
East Kent  
Colleges  
Group

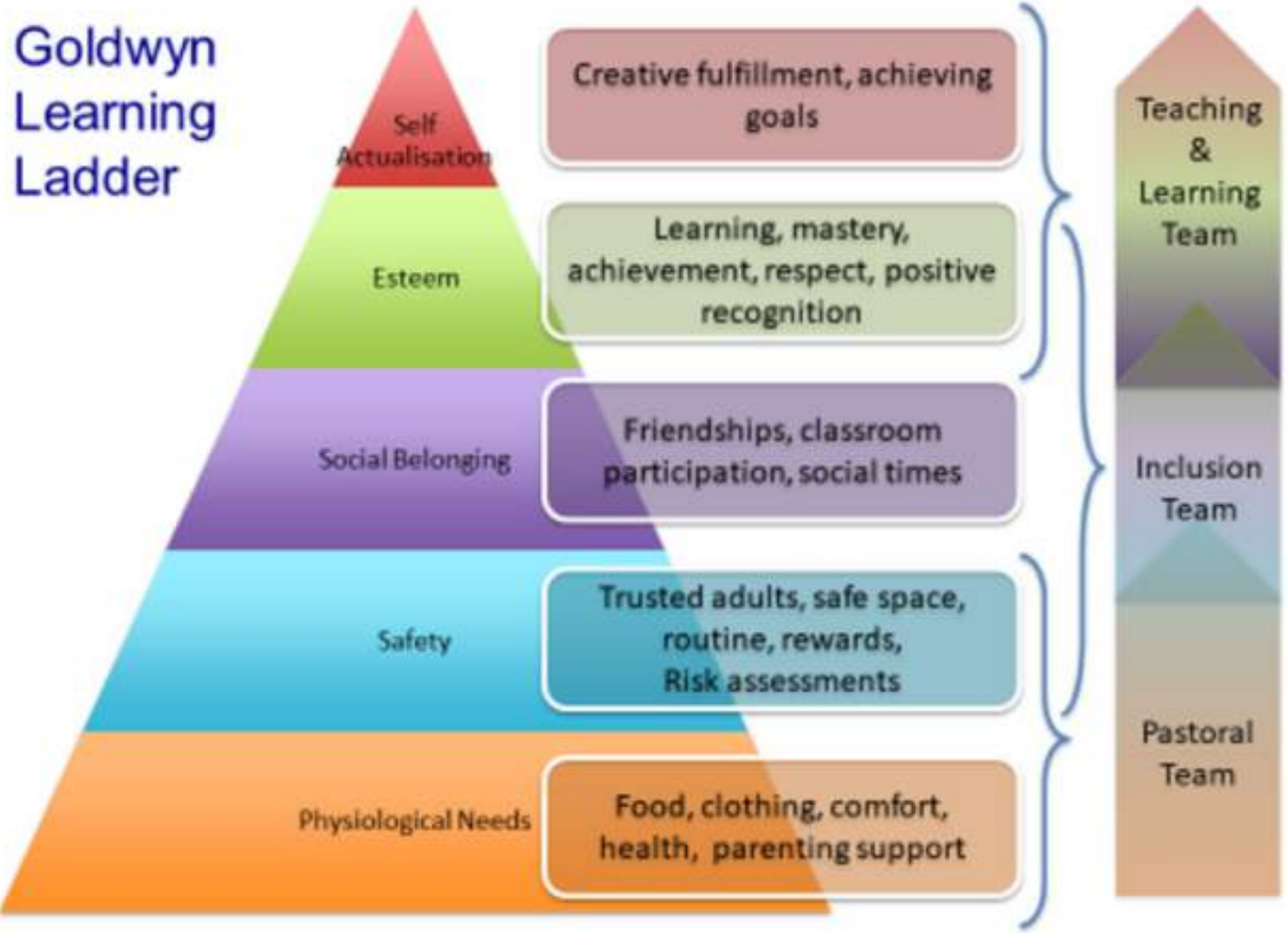




# Goldwyn School

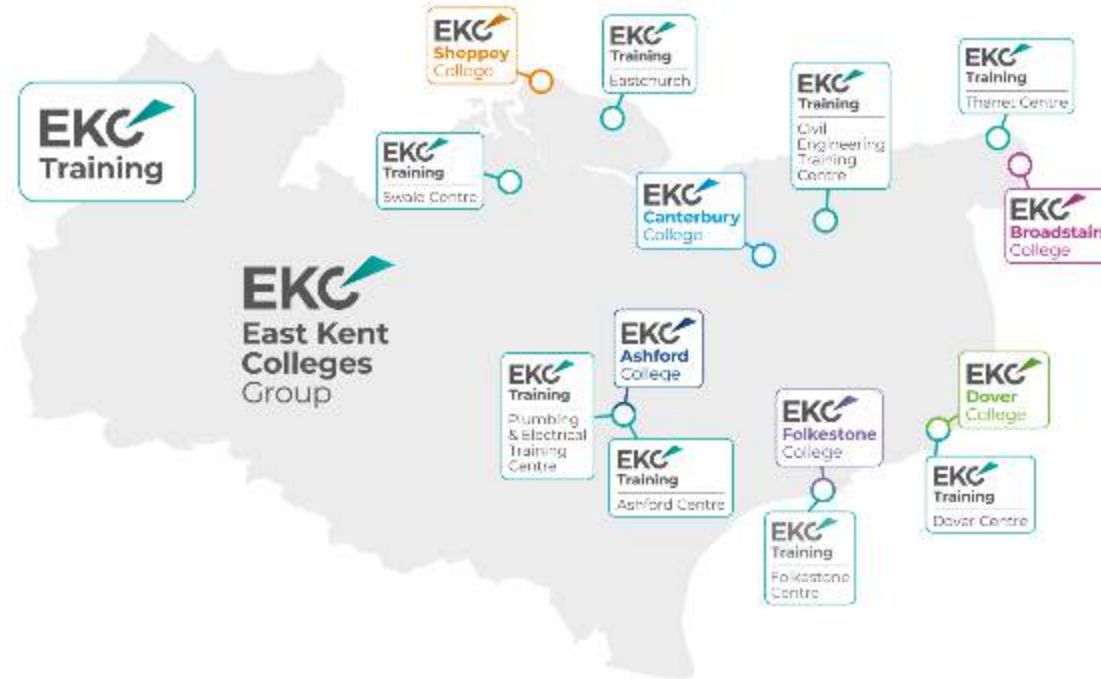
- Secondary Special school for SEMH with a sixth form
- Only Special SEMH school to have sixth form status
- 210 pupils on roll all with an EHCP and complex mental Health needs
- Internally sixth form offers; Mechanics and construction as vocational subjects, Hair dressing, Leisure and Tourism
- Opportunity to 'Catch up missed learning' as many students at Goldwyn have a history of disaffection and school avoidance, as well as Tier 4 CAHMS involvement





# East Kent Colleges Group

- Further Education College
- Ashford, Broadstairs, Canterbury, Dover, Folkestone, Sheppey
- 7000 16 to 18-year-olds
- 1007 learners with EHCPs
- 42% of learners with a learning difficulty of disability



# Background to the Partnership

- School links programme between Dover College & Goldwyn School
- Learners infilling into Automotive, Computing & Plumbing
- Goldwyn School pays an infill rate to East Kent Colleges Group
- Goldwyn School provided a support member of staff



# Rationale & vision

- To create a partnership that focused on ensuring the learners were retained and progressed and becoming more independent.
- Goldwyn School kept their 6th Form places for those who were not ready for college.
- Additional support provided by Goldwyn School to provide specialist support and a familiar face.



# Goldwyn & EKC Partnership

Three pathways from year 11

Scenarios:

Year 11 to pathway 1 then onto pathway 2 or 3

Year 11 to pathway 2 then onto pathway 3

Year 11 to pathway 3

Goldwyn & EKC Transition Pathway 1	EKC & Goldwyn Inclusion Pathway 2	EKC Pathway 3
On Goldwyn roll – Service Level Agreement	On EKC roll	On EKC Roll for everything no Goldwyn involvement
Vocational – EKC (at EKC)	Vocational – EKC	
E&M – Goldwyn (location tbc)	E&M – EKC	
WEX/Trips/Social Action – EKC	WEX/Trips/Social Action – EKC	
In & out of class support – Goldwyn	In class support – EKC	
Pastoral support – Goldwyn	Pastoral support – Goldwyn	
Section F delivery – Goldwyn	Possible in class support – Goldwyn (based on need to prevent withdrawal)	
Travel training – Goldwyn	Independent travel	

## REASONS TO SUPPORT THE PARTNERSHIP:

### Cultural, strategic and policy gains

- In line with national policy The Green Paper.
- Builds bridges between mainstream and specialist pathways.
- Inclusion as a key driver.
- Changing culture in line with KCC's ambitions.
- Moving away from an overreliance on KCC transport (building independence).

# Key to success

- Leaders who put the learner first
- Linking up key staff through the organisation
- Communicating the partnerships to key members of staff
- Regular review points and honest reflections



**Any questions?**



# **Collaborative Curriculum Delivery**

With **Kevin Gilmartin**

**Graham Razey OBE, CEO, East Kent Colleges Group**

**Seamus Murphy, CEO, Turner Schools**

# Taking Action

**Charlie Guthrie**

CEO, Endeavour MAT

**Table task:** Making it work in your area. Defining, planning and committing to a better post-16 local offer.

# What will work in your Local Collaborative Partnership area?

**Designed** 2023-24  
**Offered** September 2024 onwards  
**Delivered** from September 2025.  
**Quick wins** for September 24?



1. What problems need solving? By when?
2. Do these involve better access to provision currently in place, or new provision?
3. Where are the gaps in provision? At which levels?
4. What are we already doing that we can build upon?
5. What are the immediate priorities? Are there any quick wins?
6. Who in our group will take responsibility on leading this in our area?
7. Who is leading, who is writing the plan and who is applying for the grant?
8. By the start of the autumn term (2024), what should we have achieved?

## By the end of the session, three key decisions to be made and recorded

1. A key issue or objective identified that the group want to work on
2. As least one, ideally more, next steps agreed for the group to take
3. A person identified as a point of contact and to marshal the work.

## **Activity Feedback**

**What will work in your  
Local Collaborative  
Partnership area?**



# Moving Kent Forward: Next Steps

Christine McInnes, Director of  
Education and SEN, KCC



# Thank you

For more information please visit:  
<https://www.kelsi.org.uk/kent-16-to-19-review>

