Skills & Employability Service

Refresh of the “14-24 Learning, Employment & Skills Strategy”

EFA Funding Briefing
February 2015
14-24 Learning, Employment & Skills Strategy

• Launched February 2013

• Ambition: For all young people in Kent to become better qualified and more employable; to be able to participate and achieve success in education and work based training at least until the age of 18; and to ensure more 18 to 24 year olds can access higher learning or sustained employment that is appropriate to their needs and relevant to the local and national economy
14-24 Learning, Employment & Skills Strategy

- 18 Key Performance Indicators
  - Attainment
  - Vocational / Apprenticeships
  - Participation
  - Vulnerable

- Employment, Learning & Skills Partnership Board
  - Providers
  - Funders
  - Employers
Refresh of the 14 – 24 Learning, Employment and Skills Strategy 2015 - 2018

January 2015

Section 1 Progress against the Key Performance Indicators

Section 2 Review of our progress

Section 3 Results from the Consultation

Section 4 Partnership Priorities

Looking forward
Overall, progress against the Key Performance Indicators is mostly positive with three KPIs giving cause for concern (not included above). These are:

<table>
<thead>
<tr>
<th>KPI</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Attainment in English and mathematics will improve so that at least 50% of 16 year olds that do not attain Level 2 will achieve the qualification by age 17.</td>
</tr>
<tr>
<td>6</td>
<td>The number of young people, especially those from low income backgrounds, aged 16 with skills below Level 2, to achieve a Level 2 qualification and progress to Level 3 by age 18 will increase by 20%.</td>
</tr>
<tr>
<td>9</td>
<td>There will be improved participation, provision and outcomes for young people with learning difficulties and disabilities and all young people with learning difficulties and disabilities aged 16 -19 in Special Schools will have access to appropriate provision.</td>
</tr>
</tbody>
</table>

The key themes of these three KPIs are performance at GCSE English and maths at age 16 and the impact of disadvantaged circumstances on young people.
Successes 2013-2014

• Raising Attainment Post 16

• Employer Engagement: Guild Model

• KentChoices4U

• Tracking

• Kent and Medway Progression Federation
## Key Actions from the Consultation

<table>
<thead>
<tr>
<th>Category</th>
<th>Action</th>
</tr>
</thead>
</table>
| Raise Attainment and Skills Levels            | Sharing good practice – in raising attainment in Maths and English in Key Stage 4 and at post 16, and in delivering Careers Guidance  
Developing local 14-19 programme planning opportunities  
Sharing data across all providers to support student transition at 16, 17 and 18 years old |
| Improve and extend Vocational Education, Training and Apprenticeships | Linking the curriculum to the world of work  
Developing better progression pathways/ compacts for vocational and technical qualifications including destinations into employment |
| Increase Participation and Employment         | 16-19 Study Programme linked to LMI (including the 2-1-2 model)  
Improve employer representation on the ELS Board – labour market intelligence from the priority sectors and the development of Centres of Excellence  
Ensure employability skills are better developed in schools, colleges and work-based learning providers  
Shaping the future direction of the five Learning and Employment Action Zones  
Improving Careers guidance including employer engagement |
| Target Support for Vulnerable Young People   | Developing and improving job mentoring and coaching.  
Improving the support for vulnerable young people, by employers, job coaches and mentors  
Developing further the Assisted Apprenticeships Programme  
Developing the 14-24 pathways for SEND learners into employment or assisted employment |
Priorities

- Progression of students below Level 2 at age 16
- 16-18 Apprenticeship Campaign
- English and Maths Post 16
- Narrowing the Gap
- NEETs
- Participation, provision and outcomes for young people with learning difficulties and disabilities
Looking Forward to the Next Three Years

• SELEP – Skills as a Driver for Economic Growth
• Key Growth Sectors
  • Construction & the Built Environment
  • Land Based
  • Transport & Logistics
  • Creative cultural and media and the visitor economy
  • Engineering & Advanced Manufacturing
  • Life Sciences & HealthCare
  • Environmental Technologies and Energy
Looking Forward to the Next Three Years

COLLABORATION – THE GOLDEN THREAD

• Partnership Board
  - South East Local Economic Partnership
  - Kent & Medway Economic Board
  - Role of Employers

• Local District Curriculum Planning
  - District Data Packs
  - Flexible Curriculum Pathways
Looking Forward to the Next Three Years

The priorities for the ELS Partnership Board will be driven by continuing to support the ambition of the revised 14-24 Strategy to ensure all young people and adults make a successful transition from education to employment. In addition, the Board will support the implementation of the Adult Skills Strategy, so there is a seamless transfer for all 18 year olds.
Allan Baillie
Skills and Employability
ADULT SKILLS
Adult Learning & Skills Strategy

Allan Baillie
KCC Skills & Employability
ALSS Datapack

• Similar to 14-24 District Datapacks

• Information on
  – participation rates
  – providers
  – unemployment
  – employment (sectors, occupations)
ALSS agenda

- Improving productivity & growth
- Reducing unemployment
- Improving wellbeing, community engagement
- Equality: improving participation amongst under-represented groups
Skill levels

• The Average skill level of the UK population is at level….
• 2.3!….. Just above 5xGCSE (A*-C)
• Required: to drive the Average skill level to at least 3.0 (LGA: Realising Talent 2014))

Why?
Productivity & Growth

Skill gap: By 2022
- Low skills: 9.2m people, 3.5m jobs
- High Skills: 11.9m people, 14.8m jobs

- Lost growth = £375bn
- Realising Talent: Employment & Skills for the Future. CESI for LGA. July 2014
‘Alternative escalators to higher learning’ (CBI)

We need vocational and technical education that has…’ a two way street with employers’ … and ‘…a clear line of sight to work’

(Commision for Vocational Technical Education & Learning, 2013)
Unemployment

• June 2014, 4475 unemployed youth 18-24.
  – @£54pw x 52 = £12.56m
  – Lost fiscal revenue (income tax) = another £10-15m
• Unemployment v is very costly
• Wasteful – unused capacity
• Social injustice
Equal access to learning

• 38% of adults access learning… but ‘Engagement in learning is not equally distributed across society’:
  – Social class
  – Employment status
  – Age
  – Prior learning

• Disengaged communities
Kent picture

- At all levels, skill levels are above National Average, but below South East Average

<table>
<thead>
<tr>
<th></th>
<th>Adults with no quals</th>
<th>Adults at level 2 (Equivalent to 5 x GCSE A*-C)</th>
<th>Adults at level 3 (Equivalent to 2 A Levels)</th>
<th>Adults at Level 4 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent</td>
<td>7.3</td>
<td>74.6</td>
<td>55.4</td>
<td>33.6</td>
</tr>
<tr>
<td>South East</td>
<td>6.5</td>
<td>76.5</td>
<td>59.3</td>
<td>38.3</td>
</tr>
<tr>
<td>GB</td>
<td>9.3</td>
<td>72.5</td>
<td>55.8</td>
<td>35.2</td>
</tr>
</tbody>
</table>

- Unemployment mirrors this trend:
  - Kent 1.8%, SE 1.3%, National 2.2%
Strategic framework

- Reduce Unemployment
- Increase adult skill levels
- Increase training and employment in priority sectors
- Increase participation in learning, and employment amongst priority groups
School contribution...

- More level 3 (new accountability measure?)
- Employability skills
  - (funded work placements, via study programmes)
  - employer engagement
- Establish culture of lifelong learning
- Advanced and Higher Apprenticeships
Rob Williamson
Skills and Employability
ENGAGEMENT CONTINUITY
Engagement Continuity in Kent - Tracking

Rob Williamson
What do we have to do?

The LA has a statutory duty to:

- continuously track activities of all academic age groups Year 12, 13 and 14 - 51,000 young people and report monthly to the DfE;

- run specific surveys
  - Year 11 Intended Destination
  - Year 11 and Year 12 September Guarantee
  - Year 11 Activity Survey.
What do schools have to do?

They have to provide the data the LA requires to deliver its statutory duty.

Section 72 of ESA 2008 places a duty on educational institutions to provide information to local authority services in order for them to deliver their duties under section 68. Sections 76 and 77 provide additional data sharing powers to support local authorities to deliver their duties under section 68. Local authorities should agree data sharing agreements with education providers and other public bodies that set out the information they will provide, when it will be provided and how they will ensure that data is passed securely.
What are the benefits of tracking?

- It provides clear information for schools and colleges on their success in helping young people take qualifications that offer them the best opportunity to continue in education, employment or training.

- The LA can identify young people who need support.

- It provides data to plan resources and learning opportunities for young people at a local and national level.
How is tracking data used to hold the LA to account?

Monthly performance tables are published by DfE on the activities of young people used to assess:

• progress against other Local Authorities;
• Raising the Participation Age;
• progression of disadvantaged young people;
• reducing NEETs;
• reducing the number of young people with a Not Known destination.
How is tracking data used to hold schools/colleges to account?

The Destination Measure

Individual school and college metric published on DfE tables ([www.education.gov.uk/schools/performance](http://www.education.gov.uk/schools/performance)), but expected to become an accountability measure in 2016.

- The KS4 measure is based on the activity the year after the young person finished compulsory schooling
- The KS5 measure is based on activity in the year after the young person took their A level or other level 3 qualifications

The 2016 Destination Measure will be what your 2012/13 cohort went on to do after leaving your school/college
# Using LA destination information to support performance

- LA 2013/14 cohort destination information released via PerspectiveLite on Friday 27th February.
- Individualised data available - dependant on privacy notice issued.

## Year 11

<table>
<thead>
<tr>
<th>Destination Type</th>
<th>No. of Students</th>
<th>School %</th>
<th>District %</th>
<th>LA %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued in Education (School)</td>
<td>196</td>
<td>242</td>
<td>249</td>
<td>63.9%</td>
</tr>
<tr>
<td>Continued in Education (College/HE)</td>
<td>105</td>
<td>64</td>
<td>55</td>
<td>30.7%</td>
</tr>
<tr>
<td>Employment meets RPA</td>
<td>17</td>
<td>17</td>
<td>19</td>
<td>5.0%</td>
</tr>
<tr>
<td>Employment does not meet RPA</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>2.6%</td>
</tr>
<tr>
<td>Training (non employed)</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>Re-engagement provision</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>NEET available for EET</td>
<td>2.3%</td>
<td>2.6%</td>
<td>0.6%</td>
<td>4.0%</td>
</tr>
<tr>
<td>NEET not available for EET</td>
<td>0.0%</td>
<td>0.3%</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Moved away</td>
<td>1.8%</td>
<td>1.7%</td>
<td>0.0%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0%</td>
<td>0.6%</td>
<td>5.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Planning for next year

- Simple guidance will be released in term 4.
- Case studies/ good practice will be provided.
- District briefings will be run in terms 5/6 aimed at Data Managers, Careers Co-ordinators and Heads of sixth form.
- Ensure schools/colleges are familiar with the secure data transfer tool PerspectiveLite.
- Ensure schools/colleges have internal processes in place to track their leavers and report to KCC.
- Ensure schools/college provide up to date contact details
September Guarantee

- E-mail sent to schools end of February.
- Deadline for return of offers made to Year 11 and 12 learners 31\textsuperscript{st} March.
- All returns to come through PerspectiveLite.
- Offers made to Year 11 made on UCASprogress will be collected centrally.
- Final ‘mop up’ return from schools 31\textsuperscript{st} May.
- Those without an offer will be discussed with schools & colleges at NEET to EET meetings in June.
Checklist Term 4/5/6

1. Download your school’s LA produced destination data from PerspectiveLite, 27th February – Term 4.
2. Compare Destination Measure data with other schools on DfE website – Term 4 for KS4, Term 5 for KS5.
3. Check your school has issued the revised privacy notice, allowing the sharing of individualised destination data – Term 4.
4. Implement the processes required to provide September Guarantee data - Term 4.
5. Read tracking guidance sent by LA – Term 4.
6. Continue sending leaver and joiner information to the LA.
8. If requested collate contact details for school leavers – Term 6.
Securing Positive destinations- what we can offer you

- Yammer forum- peer to peer solutions, updates from S&E, live apprenticeship feeds
- District offers – employability programmes, traineeships
- Bespoke apprenticeship offers
- Participation meetings
- CEIAG networks
- Employer engagement
- Collaborative district pathway meetings
What would you like?
Linda Rose
DfE
ACCOUNTABILITIES AND INSPECTION
Accountabilities and Inspection

Post 16 provision

Linda Rose
24 February 2015
The government’s vision:
Every young person leaves education capable of getting a place at university, an apprenticeship or a good job.
At age 18, no young person is unemployed or in unskilled employment.

To achieve this:
Young people need high quality courses that offer pathways to higher level study or skilled employment, give them a solid grounding in the basics, and teach them knowledge and real skills that are genuinely valued by employers.
And we need to encourage them to take up this high quality offer.

Funding and accountability reforms support the introduction of 16-19 study programmes:
As of August 2013, all 16-19 year-olds are expected to follow a coherent study programme that is based on their prior attainment at key stage 4 and focused on enabling them to achieve their career ambitions.
Accountabilities and Inspection

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Funding and accountability reforms support the introduction of 16-19 study programmes:  
As of August 2013, all 16-19 year-olds are expected to follow a coherent study programme that is based on their prior attainment at key stage 4 and focused on enabling them to achieve their career ambitions.
From September 2014:

Level 3 vocational qualifications reported in performance tables from 2016 onwards will need to demonstrate tough new characteristics and will be restricted to:

- **Tech Levels** – equip students with specialist skills and knowledge and enable entry to employment or an Apprenticeship in a specific occupation or occupational sector.
- **Applied General** qualifications – allow applied study and development of transferable skills within a broad vocational sector and allow progression to higher education.

From September 2015:

Level 2 vocational qualifications approved for inclusion in performance tables from 2017 onwards will be categorised as:

- Technical Certificates - intermediate technical qualifications for students wishing to specialise in a specific industry, occupation or occupational group. They cover occupations where employers recognise entry at level 2 or where a level 2 qualification is required before students can progress to a Tech Level.

Between 2015 and 2017

A level qualifications are being reformed in four main areas: decoupling; assessment; subject content; and range of subjects.
16-19 Study Programmes

Wolf Review:

At least 350,000 16-19 year olds get little to no benefit from the post-16 education system.

- 2013 – 16-19 Study Programmes and ‘per student’ funding introduced.
- Teaching of maths and English to at least GCSE level – students who do not already hold at least a C at GCSE required to continue to work towards securing a GCSE.
- Funding reforms allow more students to study full-time, provide freedom and flexibilities to redesign student programmes and remove the incentive to enter students for larger numbers of ‘easy’ qualifications.
- The study programme principles are intended to enable all students to take a programme that helps them progress to their next stage whether it be employment, training including apprenticeship or further study including entry into higher education.
- Study programmes, supported by changes to the post-16 education funding system, give schools, colleges and private and charitable providers more freedom to design educational programmes that meet the prior attainment of their students.
The vision: education options for 14-18 year olds
New simplified pathways through education and training towards university and employment (from September 2015)

GCSE English and GCSE Mathematics

GCSEs in core subjects
At least three choices from:
- Sciences (Biology, Chemistry, Physics)
- Computer Science
- Geography
- Languages
- History

Optional subjects
At least three choices from any combination of:
- Other GCSE subjects e.g. Art and Design
- Religious Education
- Music

Technical Awards
High-quality qualifications that equip students with applied knowledge and practical skills

Other qualifications for students with particular needs that do not count in performance tables

Continuing with English and Mathematics
For all young people to at least GCSE level

A-levels
A range of academic qualifications that support progression into university

Applied General qualifications
University-endorsed qualifications that offer the opportunity to gain applied knowledge and skills alongside A-levels

Technical Levels (‘Tech Levels’)
Employer-endorsed qualifications for those who want to specialise in a particular occupation or industry sector

Technical Certificates at Level 2
Employer-endorsed qualifications for those who need initial training before starting a Tech Level or entering a skilled trade

Apprenticeships
A real job with training that leads to further employment opportunities or studying at university level

Traineeships
A scheme to help young people who want to get a job or an Apprenticeship but don’t yet have right skills and experience

Further information on improving the quality of further education and skills training
16-19 Accountability Reform (from 2016)

Aims to secure three key benefits:

• sharper accountability to raise standards for all students. Intervention will be based on clear performance data and send clear signals to providers about what constitutes good performance;
• clear reliable information for students and parents so that their choices are based on quality of course and institution, stimulating competition and improvement; and
• incentives for providers to deliver English and mathematics GCSE (for those who did not achieve at least a grade C at age 16).

Also greater consistency and comparability between schools and colleges and drive Wolf reforms.
There will be **five** headline measures in 2016 Tables:

- **Progress** – the progress students make while at school/college
- **Attainment** – how well students attain
- **English and maths** – showing the progress of those who did not achieve a C at Key Stage 4
- **Retention** – the percentage of students who complete their core aim
- **Destinations** - what students do when they leave the provider

Closing the gap measures for each of the 5 headline measures based on pupil premium students in year 11

There will also be a range of ‘additional measures’ sitting below the headline measures and a wealth of subject/gender/grade information sitting below that.

Expanding the tables to include outcomes below level 3 from 2017 Tables
Two progress measures:

- **Value added measure** for academic and Applied General qualifications – based on L3VA
- **Completion and Attainment measure** for Tech Levels and substantial vocational qualifications at level 2
- Both measures will show the progress of students compared to others taking the same subject nationally

In addition:

- the value added measure will compare students with the same starting points
- The completion and attainment measure will treat non completion as a fail.

These measures will form the basis for new progress based minimum standards

Department for Education
Attainment and Destination Measures

**Attainment measure**
- Retaining average point score per entry measure
- Removing average point score per student measure
- Will show separate APS (expressed as a grade) for academic, Applied General, Tech Level and substantial VQs at L2.

**Destination measures**
- Headline measure will be % of young people in sustained education, employment and/or training
• Measure holds schools & colleges to account for students who did not achieve GCSE C grade in English or maths at key stage 4
• Each student’s progress is compared against students with same prior attainment in English or maths.
• Outcomes will be presented in the same format as the main progress measures.
• Stepping stone qualifications eligible for funding will be included in the measure.
• The highest English and maths grade a student has achieved will be the baseline for the calculation.
• A ‘one grade’ cap will be applied to negative scores.
Retention Measure

- Student must be retained to end of core aim
- Measure is aligned to funding methodology
- Calculated at end of key stage 5
- Covers level 3 and substantial vocational level 2 qualifications
- 6 week qualifying period is allowed at the start

Three supporting pieces of information:
- L3 students returning in year 13
- Students who are retained but not assessed
- Students transferring onto lower level aims
• 2014 Tables – published today: new add back rule, change to facilitating subjects measure
• Summer 2015 - shadow measures based on 2014 results (for level 3 academic/Applied General qualifications and value added progress measures) shared with providers
• Summer 2015 – shadow measures for all five headline measures based on 2015 results shared with providers
• 2016 Tables – new headline measures published and new L3 minimum standards applied.
• 2017 Tables - other L2 measures and L2 minimum standards
• 2018 Tables – potentially reporting outcomes of apprenticeship and work based learning provision
Ofsted have confirmed the following changes to inspection from September 2015:

- A Common Inspection Framework for early years, schools, academies and FE
- Short inspections every 3 years for ‘good’ providers
- Contract directly with inspectors
- New judgement on personal development, behaviour and welfare

Separate handbooks for each remit will be published in summer 2015.

Inspectors will use a range of data to judge a school or provider’s performance. In all cases, the school or provider will have an opportunity to present their own data and also explain the context around those data to inspectors.

We are working with Ofsted so that they use the new measures to assess 16-19 provision.
Questions?
David MacKay

Pearsons

REVIEW OF 14 – 19 QUALIFICATIONS
Review of 14-19 qualifications

David MacKay

24 February 2015
14-16 Level 1/level 2 qualification developments

1. GCSEs
2. 14-16 Technical Awards
3. Performance Table guidance
GCSEs
Changes to be made to GCSEs

• A fully linear structure

• Exams as the default method of assessment, except where they cannot provide valid assessment of the skills required

• Inclusion of non-exam assessment to be considered on a subject-by-subject basis

• Tiering to be used only in exceptional cases – it will be decided on a subject-by-subject basis

• A new 9-1 grading scale, with 9 being the highest grade
## Comparison of new and old scales

<table>
<thead>
<tr>
<th>New grading scale</th>
<th>Old grading scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>20% of those achieving grade 7 &amp; above</td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>B/C</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>G</td>
</tr>
</tbody>
</table>
GCSE review – timetable for GCSE subjects

- First teaching 2015/first assessment 2017
  - English language, English literature and mathematics

First teaching 2016/first assessment 2018

- The sciences, history, geography and languages – consulted 2013 and requirements published by DfE
- Art & design, dance, music, physical education, computer science – requirements published Sept 2014
- Citizenship studies, food preparation & nutrition, drama, religious studies – requirements published February 2015

First teaching 2017/first assessment 2019

- Design & technology. Consultation on remaining subjects by Ofqual from 4 June to 30 July 2014. No final decision yet
# GCSE – subjects to be retained?

<table>
<thead>
<tr>
<th>Subject</th>
<th>UK awards 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient history</td>
<td>346</td>
</tr>
<tr>
<td>Applied business</td>
<td>4,386</td>
</tr>
<tr>
<td>Astronomy</td>
<td>2,723</td>
</tr>
<tr>
<td>Business and communication systems</td>
<td>14,936</td>
</tr>
<tr>
<td>Business studies</td>
<td>57,339</td>
</tr>
<tr>
<td>Business studies and economics</td>
<td>3,740</td>
</tr>
<tr>
<td>Classical civilisation</td>
<td>4,395</td>
</tr>
<tr>
<td>Economics</td>
<td>3,582</td>
</tr>
<tr>
<td>Film studies</td>
<td>5,335</td>
</tr>
<tr>
<td>General studies</td>
<td>7,608</td>
</tr>
<tr>
<td>Geology</td>
<td>1,070</td>
</tr>
<tr>
<td>Health and social care</td>
<td>7,726</td>
</tr>
<tr>
<td>Hospitality</td>
<td>1,452</td>
</tr>
<tr>
<td>Information and communication technology</td>
<td>42,310</td>
</tr>
<tr>
<td>Law</td>
<td>2,889</td>
</tr>
<tr>
<td>Leisure and tourism</td>
<td>3,382</td>
</tr>
<tr>
<td>Media studies</td>
<td>55,851</td>
</tr>
<tr>
<td>Psychology</td>
<td>12,986</td>
</tr>
<tr>
<td>Sociology</td>
<td>21,951</td>
</tr>
<tr>
<td>Statistics</td>
<td>50,530</td>
</tr>
</tbody>
</table>
## GCSE – subjects to be discontinued?

<table>
<thead>
<tr>
<th>Subject (proposed last award 2016)</th>
<th>UK awards 2012</th>
<th>Related continuing subject(s) (for first teaching 2015 and first award 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital communication</td>
<td>3,089</td>
<td>English language</td>
</tr>
<tr>
<td>Subject (proposed last award 2017)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressive arts</td>
<td>3,948</td>
<td>Dance; Drama</td>
</tr>
<tr>
<td>Electronics</td>
<td>1,046</td>
<td>DT: electronic products</td>
</tr>
<tr>
<td>Catering</td>
<td>20,891</td>
<td>DT: food technology</td>
</tr>
<tr>
<td>Home economics</td>
<td>32,064</td>
<td>DT: food technology</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>105</td>
<td>DT: product design</td>
</tr>
<tr>
<td>Engineering</td>
<td>1,816</td>
<td>DT: systems and control technology</td>
</tr>
<tr>
<td>Performing arts</td>
<td>4,365</td>
<td>Dance; Drama</td>
</tr>
<tr>
<td>Humanities</td>
<td>13,782</td>
<td>History; Geography</td>
</tr>
<tr>
<td>Applied science</td>
<td>9,577</td>
<td>Science</td>
</tr>
<tr>
<td>Additional applied science</td>
<td>19,151</td>
<td>Science</td>
</tr>
<tr>
<td>Environmental science</td>
<td>941</td>
<td>Science</td>
</tr>
<tr>
<td>Environmental and land-based science</td>
<td>1,333</td>
<td>Science</td>
</tr>
<tr>
<td>Human health and physiology</td>
<td>2,226</td>
<td>Biology</td>
</tr>
</tbody>
</table>
Report on consultation for phase 3 GCSE subjects

• In December 2014, report published on the consultation entitled:

  “Analysis of the Completing GCSE, AS and A level Reform Consultation”

• Feedback points:

  • The timeline should not be too short – need to give centres time to withdraw established subjects

  • Better to have one date for withdrawal

  • Of the subjects proposed for withdrawal, by far the most support was given to Catering. This was following by Performing Arts, Engineering, Expressive Arts, Environmental & Land-Based Science and Electronics

  • Of subjects proposed to be retained, Film Studies, Media Studies, Hospitality and Classical Civilisation received the most support
14-16 level 1/level 2 vocational qualifications (Technical Awards)
Level 1 & 2 14-16 vocational qualifications

Phased in (and out) for reporting in 2014/15/16 KS4 (14-16) Performance Tables (from 2017, to be Technical Awards)

- DfE criteria are as follows:
  - At least 120 guided learning hours (size of one GCSE)
  - At least 25% external assessment (rising to 40% for new qualifications for 2018 Performance Tables)
  - Synoptic assessment
  - Content that will develop a broad and comprehensive understanding of a vocational sector, with limited inclusion of specialist knowledge and/or practical skills
  - Equivalent to one GCSE in Performance Tables, whatever size
  - Provide progression route to level 3 vocational quals post-16
Key Stage 4 (14-16) Performance Table guidance
Eligibility of legacy qualifications for Performance Tables

• For GCSE mathematics, English language and English literature in 2017 tables, **only** GCSE 9-1 will count (or AS). Results achieved early on legacy GCSE will **not** be carried forward

• For all other new subjects first reporting in 2018 tables, legacy GCSE results taken early **can** be carried forward

• No Level 1/2 Certificate (accredited ‘IGCSE’) results can be carried forward; last eligibility for English and mathematics is 2016; last for other subjects is 2017
# How is Science affected in 2016? Current Y10

**Progress 8 Group 2**
- Edexcel Science qualifications that count in Group 2

<table>
<thead>
<tr>
<th>GCSE Core Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE Additional Science</td>
</tr>
<tr>
<td>GCSE or Edexcel Certificate Biology</td>
</tr>
<tr>
<td>GCSE or Edexcel Certificate Chemistry</td>
</tr>
<tr>
<td>GCSE or Edexcel Certificate Physics</td>
</tr>
<tr>
<td>Edexcel Certificate Double Award</td>
</tr>
</tbody>
</table>

**Progress 8 Group 3**
- Edexcel Science qualifications that count in Group 3

<table>
<thead>
<tr>
<th>GCSE Further Additional Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC Level 1/2 Principles of Applied Science</td>
</tr>
<tr>
<td>BTEC Level 1/2 Application of Science</td>
</tr>
<tr>
<td>BTEC Level 1/2 Extended Certificate in Applied Science</td>
</tr>
<tr>
<td>BTEC Level 1 Certificate and Diploma</td>
</tr>
</tbody>
</table>
How is Science affected in 2017?
Current Y9

Progress 8 Group 2
• Edexcel Science qualifications that count in Group 2

- GCSE Core Science
- GCSE Additional Science
- GCSE Biology
- GCSE Chemistry
- GCSE Physics

**For the final time:**
Edexcel Certificates in Biology, Chemistry, Physics and Double Award

Progress 8 Group 3
• Edexcel Science qualifications that count in Group 3

- GCSE Further Additional Science
How is Science affected in 2018? Current Y8

Group 2
- Science qualifications that count in Group 2
  - Reformed GCSE Combined Science
  - Reformed GCSE Biology
  - Reformed GCSE Chemistry
  - Reformed GCSE Physics

Group 3
- Science qualifications that count in Group 3
Floor standards

• Schools will be below the floor standard if their Progress 8 score is below -0.5 (i.e. if pupils are on average making half a grade less progress than pupils with the same prior attainment)

• 154 schools were under the current floor in 2013 (<40% of pupils achieved 5A*-C including English and maths and pupils made below average (expected) progress in English and maths)

• Approximately 350 schools would have been under the Progress 8 floor standard based on 2013 data
Level 3 qualification developments

1. AS/A levels
2. Core Mathematics
3. Level 2 vocational – Technical Certificates
4. Level 3 vocational – Tech Level & Applied General
5. 16-19 Performance Table guidance
AS/A levels
A level review timeline

Subjects for phase 1 (first teaching from September 2015):
Art and design; Biology; Business; Chemistry; Computer science; Economics; English language; English literature; English language and literature; History; Physics; Psychology; Sociology.

Subjects for phase 2 (first teaching from September 2016):
Languages; Geography; Dance; Drama; Music; Religious studies; PE.

Subjects for phase 3 (first teaching from September 2017)
Mathematics; Further Mathematics; Design and Technology; Ofqual consulted on the remaining subjects to complete the new A/AS suite from 4 June to 30 July 2014, but no final decision yet
AS and A levels – proposals to retain

- Accounting
- Anthropology
- Applied ICT
- Archaeology
- Citizenship studies
- Classical civilisation
- Classics
- Communication and culture
- Creative writing
- Critical thinking
- Electronics
- Film studies
- General studies
- Geology
- Government and politics
- Health and social care (single)
- History of art
- ICT
- Law
- Leisure studies
- Media studies
- Media: communication and production
- Music technology
- Philosophy
- Statistics
- Travel and tourism
- World/global development
AS and A levels – proposals to drop (last award 2016)

- Science in society
- Applied science
- Environmental studies
- Human biology
- Applied art & design
- Humanities
- Economics and business
- Applied business
- Home economics (food, nutrition and health)
- Engineering
- Performance studies
- Performing arts
- Quantitative methods (last award 2017)
- Use of mathematics (last award 2017)
Report on consultation for phase 3 AS/A level subjects

• In December 2014, report published on the consultation entitled:
  • “Analysis of the Completing GCSE, AS and A level Reform Consultation”

• Feedback points:
  • The timeline should not be too short – need to give centres time to withdraw established subjects
  • Better to have one date for withdrawal
  • Of the subjects proposed for withdrawal, by far the most support was given to Environmental Studies/Science. This was following by Home Economics (Food, Nutrition & Health), Performance Studies, Performing Arts, Applied Science and Use of Mathematics
  • Of the subjects proposed to be retained, Film Studies, Media Studies and Classical Civilisation received the most support
Level 3 Core Maths
Core mathematics

• Intended for all who have achieved GCSE maths A*- C

• Equivalent in size to at least half an A level (180 glh)

• Linear qualifications

• Significant element of synoptic assessment – 25%

• At least 80% external assessment

• To be supported by Core Maths Support Programme

• 2014: early adoption – first awards in 2016

• 2015: first teaching of new specs – first awards 2017
Objectives of the core maths qualifications

- Objective 1: Deepen competence in the selection and use of mathematical methods and techniques

- Objective 2: Develop confidence in representing and analysing authentic situations mathematically and in applying mathematics to address related questions and issues

- Objective 3: Build skills in mathematical thinking, reasoning and communication
Core Maths

- 6 core maths qualifications are now accredited, across 5 awarding bodies

- Current UCAS points confirmed:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>60</td>
</tr>
<tr>
<td>B</td>
<td>50</td>
</tr>
<tr>
<td>C</td>
<td>40</td>
</tr>
<tr>
<td>D</td>
<td>30</td>
</tr>
<tr>
<td>E</td>
<td>20</td>
</tr>
</tbody>
</table>

- Pearson core maths qualification:
  - *Pearson Edexcel Level 3 Certificate in Mathematics in Context*
  - Content: applications of statistics, probability, linear programming, sequences and growth
16-19 level 2 vocational qualifications (Technical Certificates)
Review of 16-19 level 2 vocational qualifications

• These are **Technical Certificates** to be introduced September 2015
• They are level 2 technical qualifications for post-16 students wishing to specialise in a specific industry, occupation or occupational group
• They cover occupations where employers recognise entry at level 2 or where a level 2 qualification is required before students can progress to a Tech Level (i.e. at level 3)
• They equip students with specialist knowledge and skills, enabling entry to an apprenticeship/employment, progression to a Tech Level
• In some cases, they provide a ‘licence to practise’ or exemption from professional exams
• Full criteria to be met for first teaching in September 2017
• List for 2015 updated Feb 2015. Includes BTEC Firsts in land-based, construction, creative digital media production, engineering, childcare, ICT, travel & tourism, hospitality, enterprise & entrepreneurship
Full criteria for level 2 Technical Certificates

- Must have clear statement of purpose
- Size: at least 150 glh – must relate to purpose
- Recognition – by employers, professional/trade bodies, or national licensed professional registration schemes
- A minimum of 40% mandatory content
- A minimum of 25% external assessment
- Must contain synoptic assessment
- Must be graded
- Employer involvement in the delivery and/or assessment
- Evidence of progression 2 years after first awards
- Evidence of appropriate levels of take-up
Level 3 vocational qualifications
Level 3 vocational qualifications

There are now two categories of vocational qualifications for inclusion in the DfE 16-19 Performance Tables:

- Technical Level
- Applied General

“Technical Level Qualifications are for students wishing to specialise in a technical occupation or occupational group. They will equip a student with specialist knowledge and skills, enabling entry to employment or an Apprenticeship in that occupational group or progression to a related further or higher education course. In some cases they can provide a ‘licence to practise’ or exemption from professional exams.”
“Applied General Qualifications are for students wishing to continue their general education at advanced level through applied learning. They equip a student with transferable knowledge and skills. They will fulfil entry requirements for a range of higher education courses, either by meeting entry requirements in their own right or being accepted alongside other qualifications at the same level. They may also enable entry to employment or an Apprenticeship.”
# DfE criteria for level 3 vocational qualifications

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Purpose – progression to...</td>
<td>✓</td>
<td>... range of subjects at a higher level or to employment</td>
<td>... work in specific vocational areas – directly or via HE</td>
</tr>
<tr>
<td>B. Size</td>
<td>✓</td>
<td>Min 150 glh</td>
<td>Min 300 glh</td>
</tr>
<tr>
<td>C. Recognition</td>
<td>✓</td>
<td>3 HEIs</td>
<td>5 employers/1 PB</td>
</tr>
<tr>
<td>D. Appropriate content</td>
<td></td>
<td>Min 60% mandatory</td>
<td>Min 40% mandatory</td>
</tr>
<tr>
<td>E. External Assessment</td>
<td></td>
<td>Min 40%</td>
<td>Min 30%</td>
</tr>
<tr>
<td>F. Synoptic Assessment</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Grading</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>H. Employer involvement</td>
<td></td>
<td></td>
<td>Delivery/assessment</td>
</tr>
<tr>
<td>I. Progression</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>J. Proven Track Record</td>
<td></td>
<td>Take-up in first 2 yrs</td>
<td>Take-up in first 2 yrs</td>
</tr>
</tbody>
</table>

14-19 update
BTEC Nationals

- Most existing BTEC National titles across sectors and sizes are being redeveloped for first teaching September 2016
- They are being redeveloped as ‘BTECs’ and will fit against AG or TL criteria as appropriate
- External Sector Advisory Group set up for each subject – employer, HE, professional body and teacher representation
- They will be accredited to the NQF to facilitate the inclusion of external assessment
### BTEC Nationals – QCF and new NQF titles

<table>
<thead>
<tr>
<th>QCF BTEC Level 3 qualifications</th>
<th>New NQF BTEC Nationals</th>
<th>A level equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson BTEC Level 3 Certificate (graded P, M, D)</td>
<td>Pearson BTEC Level 3 National Subsidiary Award (graded P, M, D)</td>
<td>0.5 x A level</td>
</tr>
<tr>
<td>Pearson BTEC Level 3 Subsidiary Diploma (graded P, M, D)</td>
<td>Pearson BTEC Level 3 National Award (graded P, M, D)</td>
<td>1.0 x A level</td>
</tr>
<tr>
<td>Pearson BTEC Level 3 90-credit Diploma (graded from PP to D<em>D</em>)</td>
<td>Pearson BTEC Level 3 National Subsidiary Certificate (graded from PP to D<em>D</em>)</td>
<td>1.5 x A levels</td>
</tr>
<tr>
<td>Pearson BTEC Level 3 Diploma (graded from PP to D<em>D</em>)</td>
<td>Pearson BTEC Level 3 National Certificate (graded from PP to D<em>D</em>)</td>
<td>2.0 x A levels</td>
</tr>
<tr>
<td>Pearson BTEC Level 3 Extended Diploma (graded from PPP to D<em>D</em>D*)</td>
<td>Pearson BTEC Level 3 National Diploma (graded from PPP to D<em>D</em>D*)</td>
<td>3.0 x A levels</td>
</tr>
<tr>
<td>16-19</td>
<td>Performance Table issues</td>
<td></td>
</tr>
</tbody>
</table>
16-19 Performance Tables

Level 2 achievement

• If students take a level 2 qualification post-16 and then progress to a level 3 qualification, the level 2 achievement is not reported in performance tables

Qualifications not on 16-19 performance tables

• Headline reporting is not based on a programme of qualifications, as at KS4 (5A*-C or Progress 8)

• Each qualification result is counted separately, if approved for one of the categories. Results of qualifications not in one of the categories are not reported in headline measures

• Results for qualifications not on tables are not used (positively or negatively) in compiling headline measures
Victoria Chapman
EFA
FUNDING 2015 – 2016
MATHA AND ENGLISH MYTHS
EFA funding for 16-19 year olds

Victoria Chapman, Manager for Young People in the South East, Education Funding Agency
Presentation Outline

• Recap of the Post-16 National Funding Formula for the 2015 to 2016 Academic Year
  » What has already changed?
  » Recap of the Post-16 National Funding Formula

• Formula Protection Funding

• Maths and English Condition of Funding
  • What is it?
  • Why is it necessary?
  • To whom does it apply?
  • Which qualifications meet it?
  • What is happening and when?

• 2016 to 17 Academic Year and beyond
  » Large programme and Land based programme uplift
  » On the horizon…

• Key Dates

• Further Information
Recap of the Post-16 National Funding Formula
What has already changed?

- Larger Provider Base
- Cohort decline
- RPA
- Public Spending Pressures

Funding per student

- Study Programmes
- 14-16's direct recruitment
- Youth Contract & ESF
- High Needs Reforms
- Traineeships
- TechBacc

Opportunities
Recap of the Post-16 National Funding Formula

\[
\text{Student Numbers} \times \text{National Funding Rate per student} \times \text{Retention Factor} \times \text{Programme Cost Weighting} + \text{Disadvantage Funding} \times \text{Area Cost Allowance} = \text{Total Programme Funding}
\]
...plus extras (if applicable)

\[(\text{Student Numbers} \times \text{National Funding Rate per student}) \times \text{Retention Factor} + \text{Programme Cost Weighting} \times \text{Disadvantage Funding}) \times \text{Area Cost Allowance} = \text{Total Programme Funding}\]

- Formula Protection Funding (ends 15/16)
- 18-year old Mitigation Funding (ends 14/15)
- Student Support Funding
- High Needs Students Funding
Key Messages: 2015 to 16 Academic Year

- Funding formula now embedded - very few changes for 2015 to 16
- Transitional protection (2010 spending review) no longer available
- Protection for 18 year old changes no longer available
- Formula Protection Funding continues in 2015 to 16
- HNS funding process consolidated – 2015 to 16 based on 2014 to 15 allocations
- Peter Mucklow’s letters to the sector, in October and in February, confirmed the arrangements for 2015 to 16
Formula Protection Funding
Formula Protection Funding (FPF)

- FPF was introduced for 2013 to 14 to be paid for three academic years until and including 2015 to 16
- For 2015 to 16, the calculation is similar to 2014 to 15 – i.e. FPF can never be greater than the amount in 2013 to 14, but it may be less.
- FPF will:
  - Reduce as a result of any gains in the National Funding Formula – such as, for example, where the value of the formula increases due to improved retention, more students attracting disadvantage, or increased programme size
  - Stay the same if the value of the formula reduces
  - Be removed if the value of the formula exceeds the funding per student paid in 2012 to 13.
Formula Protection Funding (FPF)

(1) Formula funding in 2014/15 was less than in 2013/14

- 2012/13: £4,500
- 2013/14: £4,000
- 2014/15: £4,500
- 2015/16: £500
- 2015/16: £500
- 2015/16: £200

2014/15  Formula earned was less than 2013/14, so same FPF

2015/16

1. Formula is less than both 2013/14 and 2014/15 – FPF stays the same as 2014/15
2. Formula is the same as 2013/14, FPF is also the same as 2013/14
3. Formula greater than both 2013/14 and 2014/15, so less FPF
4. Formula greater than both 2013/14 and 2014/15 and above the 2012/13 level, so no FPF
English and Mathematics Condition of Funding
What is the English and Mathematics Condition of Funding?

In a nutshell…

Students aged 16 to 18 who do not have a grade A* to C at GCSE in maths and/or English are required to continue to study these subjects to or towards GCSE level.

Any eligible student who does not study one of the approved qualifications, in each academic year, will be removed from the institution’s lagged student numbers in future years.
Why is it Necessary?

We lag behind our competitors internationally in the proportion of students studying English and maths to age 18.

To compete internationally, the UK needs to be literate and skilled in maths. But, we fail to match the highest performers.

Evidence shows that if young people have a choice, they are more likely to drop the subjects.

The Govt wants the majority of young people in England to study English and mathematics at least to age 18 by 2020.

People with strong numeracy and literacy skills are more likely to be economically active and have higher earnings.

English and maths are the subjects of greatest demand in the workplace.
## To Whom Does it Apply?

<table>
<thead>
<tr>
<th>Applicable</th>
<th>Exemptions</th>
<th>Flexibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most 16 to 18 year old students, including:</td>
<td>Two exemptions:</td>
<td>Some flexibilities:</td>
</tr>
<tr>
<td>• Home educated students in FE</td>
<td>• Students with statement of SEN /LDA/EHCP AND institution assessment that confirms they are not able to study either GCSE or stepping stone qualifications</td>
<td>• Apprenticeships</td>
</tr>
<tr>
<td>• Students who speak limited English</td>
<td>• Students with approved overseas qualification (GCSE grade A*-C equivalent)</td>
<td></td>
</tr>
<tr>
<td>• Students part way through their study programme (from 2015/16)</td>
<td></td>
<td>• Students on short study programmes (&lt;150 planned hours)</td>
</tr>
<tr>
<td>• Students on a traineeship or supported internships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Which Qualifications Meet the Condition of Funding?

Always check the Learning Aims Reference Service (LARS) for qualifications that meet the funding condition on the provision of maths and English.

- **GCSE LEVEL 2:** Maths and English that count towards the EBacc measure in key stage 4
- **STEPPING STONE TO GCSE LEVEL 2:** Inc Functional skills and Free Standing Maths Qualifications
- English for speakers of other languages- ESOL-accredited by Ofqual
- Prince’s Trust TEAM programme
New 16-18 yr olds must study English and/or maths if they don’t have a GCSE A* to C
Students with Ds can take stepping stone quals if there is a clear education justification
Continuing students (who started before 1 Aug 2014) exempt from the condition (until 2016/17)
Data from 2014/15 will inform EFA allocations in 2016/17

First teaching of reformed GCSEs for English and mathematics at level 2
All full-time (450+ hours) 16-18 year olds with grade D GCSE must take GCSEs and not stepping stone quals.

Providers now held to account for progress through a new 16-19 performance measure.
Providers may lose funding for not meeting the condition (2014/15 data informs allocations)
First cohort of students studying reformed GCSEs sit exams
Last retake for the existing GCSE in Nov 2016

New reformed GCSEs expected to be the national standard qual in English and maths at l2 for 16-18 yr olds
A further revision to the condition of funding expected, once it is clear how grading in the new GCSE compares
The Future…
2016/17 and beyond
2016/17 Large Programmes

Ministers have decided that in 2016/17 increased programme funding will apply to a small number of study programmes:

- 10% uplift to the base rate for study programmes of 4 A levels and 20% for study programmes of 5 A levels where the student passes 4 or 5 A levels respectively at grade B;
- For students who are enrolled on 5 A levels and who achieve at least 4 Bs, the 10% uplift will apply
- 20% uplift to the base rate for the full level 3 International Baccalaureate where the student achieves 28 points;
- 10% uplift to the base rate for Technical Baccalaureate programmes that are the equivalent of four A levels in size, and 20% for those that are the size of the full level 3 International Baccalaureate or larger, on the basis of qualifications passed.
- When the new Tech Level and Core Maths grading requirements come into effect, this will also be taken into account.
- Specialist land based programmes will attract a programme weighting of 1.75
Cohort projections 2012 to 2021
### Key Dates

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>2015/16 Allocation Statements to most institutions</td>
</tr>
<tr>
<td>March</td>
<td>2015/16 Allocation Statements to all institutions</td>
</tr>
<tr>
<td></td>
<td>One business case window for exceptional circumstances</td>
</tr>
<tr>
<td>April</td>
<td>Outcome of business cases</td>
</tr>
<tr>
<td>May</td>
<td>General Election!</td>
</tr>
</tbody>
</table>
Looking for Information?

Try here first

Education Funding Agency
Useful links

The Wolf Report:  

Funding Guidance, including funding regulations, rates and formula:  
https://www.gov.uk/16-to-19-education-funding-guidance

Information on English and mathematics condition of funding for academic years 2014 to 2015 and 2015 to 2016:  

Condition of funding on maths and English: qualifications list:  

High Needs funding:  
https://www.gov.uk/16-to-19-education-high-needs-funding

Student support:  
https://www.gov.uk/16-to-19-education-financial-support-for-students

Technical Baccalaureate:  

EFA home page:  
https://www.gov.uk/government/organisations/education-funding-agency
Keeping in touch
Further questions

academy.questions@.education.gsi.gov.uk
Ypnorthern.efa@education.gsi.gov.uk
Ypsouthern.efa@education.gsi.gov.uk
Ypcentralsw.efa@education.gsi.gov.uk