

### Covers:

- Peter Mucklow letter (Director EFA)
  - Work Experience
  - Funding of 18 year olds
  - National funding Formula
  - English and Maths
  - Loans
- Note: these changes to conditions apply to England only



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The *'Post 16 work experience as a part of 16-19 study programme'* document provides the current advice given by the department for post 16 educational and training providers

### **Simulated Working Environments – current advice:**

- The EFA, in its funding guidance, **does not** differentiate between work experience and simulated working environments but makes it clear that these activities should be planned, timetabled, organised and/or supervised by the provider.
- It then states the guidance will be **reviewed annually** to reflect developments in work experience provision and increased number of placements in external work environments
- The current letter from Peter Mucklow, Director EFA, now provides **new advice** from 2014-15, (although any further details have yet to come out in any new/updated advice document).
- Traineeships – work experience **MUST** be in an external environment, any simulation could well form part of the 'work preparation' training

**This webinar aims to provide more detail and look at options**

### Principles of a Study Programme

- These should be '*coherent, well thought out study programmes*' and should be governed by a set of principles relating to content, structure, assessment and contact time, and:
- not be wholly occupational
- include at least one qualification of substantial size (50% of the programme) which offers progression into education or employment
- include *high quality work experience or internships* (where appropriate) and non-qualification activity, for example tutorial time, study skills and other enrichment activities
- Include GCSE A\*-C in English and/or maths or qualifications that lead towards this level, for students who have not already achieved them
- The aim of Study Programmes is to maximise the potential of learners, either through an academic programme or a substantial vocational qualification recognised by employers - these must help them secure *skilled work* or a *university place*.

**Note: Elements of the programme must be *explicit*, recorded in the students learning plan, supervised and/or organised by a member of staff**

These are the key comments from a letter sent by Peter Mucklow - Director EFA to providers dated 10/12/2013

### Changes to rules:

- Work experience is seen as a key area within a study programme and provides the greatest benefit for students where it is substantial and with **external employers**
- Only work experience with **external employers** should be counted towards **and recorded as a work experience learning aim** from 2014-15
- Simulated work environments should be separately recorded as **non qualification activity**

**Note:** This condition only applies to 16-19 students on 'programmes of study', obviously those on an apprenticeship will **already** be gaining experience as an employee

- Currently many colleges operate RWE in Restaurant operations, Hair & Beauty salons, and Motor Vehicle repairs, to name a few.
- Why the change – DfE/EFA recognise the benefits but do not feel they replicate the work ‘**experience**’ that they feel can only be gained by working **directly** with employers, rather than the learning environment – even though the skills and knowledge can be demonstrated
- It allows young people to experience what it is like to undertake a job, **supervised by staff** who **already** work in the relevant environment – whilst RWE will be run by competent staff it is not seen the same as the ‘touch and feel’ of external employers.
- Professor Wolf highlighted the unique role that time spent with an employer can have in helping young people develop employability skills, and the value employers place on this when assessing young people for a role – **this has certainly influenced the DfE/EFA position.**
- Therefore, simulated working environments are not seen as the same as work experience (whilst both add value) and will change in 2014-15

# Types of Work Experience

## Funded on the same level as qualification activity

Depending on the students learning aims, work experience will follow on of these patterns:

### Experiential – academic routes

- One or two periods of work experience to test out vocational ideas for future study or employment options such as:
  - Study visits
  - Projects
  - Engagement with local enterprise
- Target audience predominately A level students (academic route).

### Vocational – most applicable for the vocational market

- Focus on a vocational area directly related to a study programme.
- The target audience is likely to be students taking a **substantial qualification** at Levels 2 or 3 (or combination with A levels).

### Extended – level 1 and below

- Focus on developing **employability skills, with maths and English occupying the majority** of the programme time, in addition to the work placement
- The Target audience for this group is likely to be predominantly students not taking a substantial qualification and studying at Level 2 and below.
- Therefore it might form the requirement of the 'substantial qualification' element of the main learning aim for those who are not taking a substantial qualification at Level 2 or 3 (the work experience is then recorded as the 'core' aim)

# CREATING A PROGRAMME OF STUDY

LEVEL..... Sector

Under the latest Government actions, full time learners will be required to be on a programme that is no less than 540-600 Guide Learning Hours, although they can be larger and self funded above this level. This will mean providers requiring advice and guidance on the options as to how to form a programme of study including relevant qualifications.

Programme of Study	Qual/QAN number	GLHs (on LARA)
Substantial 'Core' Qualification (50% of POS)		c300 (min)
Functional skills (example) Could do Entry 3 if required (5009838X)	Functional skills- English L1 (500/9319/8) - c36-50glh	<b>c45</b>
Functional skills (example) Could do Entry 3 if required (50110821)	Functional skills – Math L1 (501/0986/8) – c36-50glh	<b>c45</b>
Work Experience	<i>At Level 1 and below seen as a minimum requirement to gain work ethic and experience</i>	c50 -99 (link to WE coding)
Non Accredited training Entitlement (Tutorial)	<i>Tutorials and non –accredited training support to prepare the individual for work or progression (could be RWE)</i>	TBC
Employability (options available) or Additionality (smaller relevant qualification)	L1 Award in Employability skills QAN 600/57555	Example - 46
Total hours	<i>Flexibility for total glh can be made through work experience/ non accredited activity</i>	540 -600 +

# Rates for work experience

## Work experience/ placement

Work experience is identified in data returns as one of **five work experience learning aims** (16-19) which indicates the size of work experience element – this **could influence** the amount of work placement timetabled in the total planned programme.

Code	Hours	16-19 Funding
Z0007834	0-41	Funding of work experience will form part of the programme of study which is based on 600 planned hours at £4,000 as full time provision.
Z0007835	50-99	
Z0007836	100-199	
Z0007837	200 - 499	Traineeships will be based on the part time rate in relation to planned time within the bandings
Z0007838	500+	

19 + Funding		
Code	Hours band	Rate
Z0002341	100 -199	£500
Z0002342	200 -499	£700
Z0002343	500+	£900

**Note:** The minimum work experience period is therefore 100hrs for adult funding if linked to Traineeships

These examples assume the following:

- The students are in attendance for c12 - 16hrs/week
- The core qualification provides 50% of the 'programme of study'
- The students are without their GSCE grade C and will be 'working towards' their Level 2
- Simulated environments continue for skills and knowledge to provide progression (attributed hours outside of qualification requirements to be planned in.
- Work Experience (internal commissioning – two weeks employer engagement)
- Work Experience (external placement – for consistency two weeks)

# CREATING A PROGRAMME OF STUDY

## Level 2 Sector: Hospitality & Catering

Under the latest Government actions, full time learners will be required to be on a programme that is no less than 540-600 Guide Learning Hours, although they can be larger and self funded above this level. This will mean providers requiring advice and guidance on the options as to how to form a programme of study including relevant qualifications.

Programme of Study	Qual/QAN number	GLHs (on LARA)
Substantial 'Core' Qualification (50% of POS)	Level 2 Diploma in Professional Cookery QAN 60107170 (new qual)	438
Functional skills (example) Could do Entry 3 if required (5009838X)	Functional skills- English L1 (500/9319/8) - c36-50glh	c45
Functional skills (example) Could do Entry 3 if required (50110821)	Functional skills – Math L1 (501/0986/8) – c36-50glh	c45
Work Experience (example of commissioning but could be 'top and tailed' external engagement)	<b>Work experience carried out by commissioning external employers to fully run restaurants – assume 16/hrs. week over two weeks</b>	32 (link to coding – Z0007834 0 to 41)
Non Accredited training Entitlement (Tutorial)	<b>Simulated/RWE operated as part of the qualification delivery but classified as 'non qualification' activity as appropriate</b>	TBC
Total hours	Flexibility for total glh can be made through work experience/ non accredited activity	560 + any planned 'non qualification' activity as appropriate

# CREATING A PROGRAMME OF STUDY

## Level 1 Sector: Hospitality & Catering

Under the latest Government actions, full time learners will be required to be on a programme that is no less than 540-600 Guide Learning Hours, although they can be larger and self funded above this level. This will mean providers requiring advice and guidance on the options as to how to form a programme of study including relevant qualifications.

Programme of Study	Qual/QAN number	GLHs (on LARA)
Substantial 'Core' Qualification (50% of POS)	Level 1 Diploma in Introduction to the Hospitality Industry QAN60102391 (293-370glh)	c332
Functional skills (example) Could do Entry 3 if required (5009838X)	Functional skills- English L1 (500/9319/8)	c50
Functional skills (example) Could do Entry 3 if required (50110821)	Functional skills – Math L1 (501/0986/8)	c50
Work Experience (example of commissioning but could be 'top and tailed' external)	<b>Work experience carried out by commissioning external employers to fully run restaurants at (L1 you might expect more employer engagement)</b>	c64 (link to coding – Z0007835 50 to 99)
Non Accredited training Entitlement (Tutorial)	<b>Simulated/RWE operated as part of the qualification delivery but classified as 'non qualification' activity as appropriate</b>	TBC
Employability ( <b>options available</b> ) or Additionality (smaller relevant qualification)	L1 Award in Employability skills QAN 600/57555 – see as appropriate at L1 or below to gain the relevant skills	Example - 46
Total hours	<b>Flexibility for total glh can be made through work experience/ non accredited activity</b>	542 + any planned 'non qualification' activity as appropriate

# CREATING A PROGRAMME OF STUDY

## Level 2 Sector: Hair & Beauty

Under the latest Government actions, full time learners will be required to be on a programme that is no less than 540-600 Guide Learning Hours, although they can be larger and self funded above this level. This will mean providers requiring advice and guidance on the options as to how to form a programme of study including relevant qualifications.

Programme of Study	Qual/QAN number	GLHs (on LARA)
Substantial 'Core' Qualification (50% of POS)	Level 2 Diploma in Women's and Men's Hairdressing QAN 600/5151/6	450
Functional skills (example) Could do Entry 3 if required (5009838X)	Functional skills- English L1 (500/9319/8) - c36-50glh	c45
Functional skills (example) Could do Entry 3 if required (50110821)	Functional skills – Math L1 (501/0986/8) – c36-50glh	c45
Work Experience (example of commissioning but could be 'top and tailed' external engagement)	<b>Work experience carried out by commissioning external employers to fully run comercial salons – assume 12/hrs. week over two weeks</b>	24 (link to coding – Z0007834 0 to 41)
Non Accredited training Entitlement (Tutorial)	<b>Simulated/RWE operated as part of the qualification delivery but classified as 'non qualification' activity as appropriate</b>	TBC
Total hours	Flexibility for total glh can be made through work experience/ non accredited activity	564 + any planned 'non qualification' activity as appropriate

# Work experience – internal solutions?

## These do not replace good work placements

Current feedback from the agency, **does suggest** work experience **does not** just have to include students just going out to employers for a number of weeks, it can be flexible and include:

- Undertaking live projects set by Industry – employer engagement
- Introducing guest speakers in to gain a realistic idea/experience of a working environment
- Part time work a student might already be involved in – however it would need assessing
- Skills weeks – employer work related activities on site – many H&B department hav run these sucessfully as enrichment weeks, where employers/manufactures run workshops for learners.

This type of work experience is classified as **Enterprise Education in 16-19 Study Programmes** – ‘non’ qualification activity – ‘Enterprise’ activity provides opportunities for students to develop their employability skills **but** must be **real work** not internal projects

**Therefore: other examples that could be considered is where a college might set up external companies for work experience – again this would need to be justified and appropriate for an Ofsted inspection. This could be where the college commissions work with employers, as long as independence can be shown.**

### Further examples from current practice/feedback:

- CV writing and mock interview workshops run by employers – and/or workplace visits
- Video of career opportunities/options delivered by employers
- Volunteering in community projects
- Visits by local employers (or planned visits to their premises) linked to specific projects i.e. planning personal finance
- Employer demonstrations i.e. Hair & Beauty – employer delivers seminar on grooming and personal presentation
- Dragons Den enterprise projects – gain local employer involvement – students present ideas/business concepts
- Work with JCP and work programme for employer engagement and support

Where providers operate extensive simulated/RWE gaining the necessary employer engagement could be a challenge, but solutions will need to be found?

- In terms of POS the **rules are quite flexible**, to allow for individualised programmes to meet student need. Planned hours, unless a condition (core element), could be arranged in the future utilising RWE but also 'topping off' with an employer placement - see coding for work experience
- Alternatively you could use an employer to run sessions (i.e. manage the restaurant for a week/or longer?)
- **Factors to consider:** Costs – would the employer charge, would they have the team to manage the process, how would you/they demonstrate independence.
- Any costs could be countered by the salaries of internal staff having to manage external engagement across a number of employers and managing the quality of work experience – a current cost or one to consider if you need provide more external employer placements?
- Consider work placement visits from employers to complement RWE – QA sessions, video sessions from a live kitchen – using technology to explore a real working experience.
- You may need to convince Ofsted these are genuine options to gain the necessary work experience, so do gain **employer feedback on student progress** (ideally written) and remember the condition –
- ❑ Only work experience with **external employers** should be counted towards **and recorded as a work experience learning aim** from 2014-15

## Does this change have an impact

Apprenticeships are contracts of employment between the individual and the employer, therefore the change has no impact in relation to their training needs.

- Colleges can continue to include work based individuals in any simulated work to improve skills and knowledge
- The individual will be able to put the skills into use when back in their own working environment, and assessed as required.
- Any assessments carried out on college premises that are appropriate are not affected by the change – normal quality control procedures remain.

## What will they be looking for:

Work experience will be inspected and reported on as part of the inspection provision for 16-19 year olds (up to age 23 for traineeships)

- Inspectors will explore how well the student has developed their employability and vocational skills and personal effectiveness (e.g. attendance, attitudes, punctuality, and behaviour) in relation to their **starting point** whilst at **work**.
- Similarly, when inspecting **teaching and learning** they will explore how students on work experience are supported and the extent to which they are set **challenging** tasks at work.
- Will Ofsted count RWE as work experience – under current arrangements whilst **recognising** simulation, its still stated the student **should progress** to external work experience at the earliest opportunity especially, if WE is a substantial part of the students programme.
- They also state students should get external references for their performance on work experience (essential aspect of traineeships) from external partners – RWE does not generally provide this, therefore consider employer feedback on any actions taken for 2014-15.
  
- **OUTCOME** – Ofsted are not generally favourable of RWE as a substitute for work experience, therefore are likely to adopt the change as part of their inspection regime for 2014-15

# Other key changes for 2014-15

Ref: Peter Mucklow letter



### Savings to 16-19 participation budget

- National Funding to remain at £4000? Only if.....
- Weighting factors to remain the same – although research recommended some potential changes for larger programmes – implementation would not be affordable
- A reduction in the funding rate for 18 year olds in 2014-15 (17.5% reduction) £3,300

Band	Study Programme (age groups + banded hrs)
5	Full time – 16-17 year olds = 540 planned hrs +
4	Full Time - 18 year olds (and 16-17 year olds) doing between 450 – 539 planned hrs
3	All ages - P/T between 360 and 449 planned hrs
2	All ages – P/T between 280 and 359 planned hrs
1	All ages – P/T up to 279 hrs

- **Implications** – its almost impossible to reduce provision solely for 18 year old students as they would be in classes alongside their younger counterparts

### Future Funding Allocations

- Any student recruited from 1 August 2014 **without at least a GCSE grade C** in either or both of these subjects and **not registered** to work towards Level 2 in either of these subjects **will not** be counted for further funding allocations for 2016-17.
- With changes to the funding rate for full time 18 year olds its unlikely to shift from current rates for English and maths at £490



**Any Questions**