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Post-16 institutions omnibus

Wave 7 findings

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Executive summary

Amidst large-scale reform and change in the delivery of post-16 education, the Post-16 Omnibus Survey is a key instrument for monitoring how these changes are being implemented 'on the ground' by institutions offering post-16 provision.

The sample of post-16 institutions was drawn from the Department for Education's (DfE's) Get Information About Schools (for public providers i.e. those solely government funded, covering Schools with sixth forms, FE Colleges, Special schools, University Technical Colleges, Studio schools, and Sixth form centres) and the ESFA (for private providers, often referred to as independent training providers or independent learning providers). All institutions in England with students aged 16 or over were eligible to take part (with the exception of employer providers and Higher Education institutions); a total of roughly three thousand providers, catering for around one million learners.

A total of 443 interviews were conducted with public post-16 institutions (from a sample of 934 such institutions drawn, a response rate of 47%), and 212 with private training providers (from a sample of 450 private training providers, a response rate of 55%). Interviews were conducted with leaders of post-16 institutions, and fieldwork took place between June and July 2019.

Weighting was applied to the final data to ensure that the results were representative of the entire population of institutions offering post-16 education.

The survey itself touches on a number of policy areas related to the current post-16 education landscape, ranging from changes to A level curriculum, English for Speakers of Other Languages (ESOL) and staff recruitment.

AS and A level reform (chapter 4)

AS and A level qualifications in England have been reformed in four phases to ensure they better prepare learners for higher education or employment.¹ The first wave of new AS level and A level qualifications were introduced in September 2015, the second in September 2016, and teaching of the third wave of new AS and A level qualifications commenced in September 2017. The fourth and final wave of new A level qualifications were introduced in September 2018.

The majority of public post-16 institutions (88%) felt that the teaching for the first wave of AS and A level qualifications had gone well. These findings were consistent with Wave 2 conducted in December 2015 (when 83% felt that preparation and start of teaching had gone well). However, in the current wave, public post-16 institutions were

¹ DfE (2010) *The importance of teaching: the schools white paper 2010*

more likely than in Wave 2 to believe that teaching had gone very well (33% vs 26% in Wave 2).

Advanced Maths Premium (chapter 5)

The advanced maths premium was announced in the 2017 autumn budget as part of the government's steps to increase participation in Level 3 mathematics qualifications among post-16 learners. The advanced maths premium provides institutions and providers with £600 per year per additional student studying a Level 3 maths qualification. The first premium will be paid in the 16 to 19 funding allocations for the 2019-20 academic year, reflecting student enrolment in the 2018-19 academic year.

Around six in ten (59%) public post-16 institutions were aware of the advanced maths premium, similar to Wave 6 of the Omnibus (63%).

Public post-16 institutions that receive the advanced maths premium **most commonly planned to use the premium to secure extra teaching resources / equipment (74%).**

Technical education (chapter 6)

The Government is currently undertaking major reforms to the technical education system in England. These reforms were first outlined in the Post-16 Skills Plan of 2016,² and were aimed at addressing “confusing and ever-changing” range of qualifications that are not understood by employers.³ One of the results of these reforms was to give providers of technical education the opportunity to speak to pupils about technical education and apprenticeships.

FE Colleges were more likely than private training providers to have been provided with the opportunity to speak to pupils in year groups 8 to 13 about technical education and apprenticeships (70% and 50% respectively).

T Levels (chapter 7)

T Levels are a key part of the Government's technical education reform. The new technical education option will be made up of 15 routes that are based on occupations with similar training requirements, with learning delivered through a combination of classroom education and apprenticeships. T Levels are new Level 3 study programmes that

² Foster, D. and Powell, A. (2019) *T Levels: Reforms to Technical Education*, House of Commons Briefing Paper, <https://researchbriefings.files.parliament.uk/documents/CBP-7951/CBP-7951.pdf> p.3; Department for Business, Innovation & Skills (BEIS), DfE (2016) *Post-16 Skills Plan*

³ Foster, D. and Powell, A. (2019) *T Levels: Reforms to Technical Education*, House of Commons Briefing Paper, p.7

sit at the start of these technical routes; they will consist of full-time study over a two-year period and will be equivalent to a three A level programme.

The new courses, which will start to be available from September 2020, will cover subjects ranging from accountancy to catering to digital support and services. T Level courses will include the following compulsory elements: a technical qualification, which will include core theory, concepts and skills for an industry area and specialist skills and knowledge for an occupation or career, as well as an industry placement for a minimum of 315 hours with an employer, and a minimum standard in maths and English if students have not already achieved them.

Respondents were asked which if any T Level routes their institution will deliver - no time frame was given as to when they planned to offer T Levels, and it is important context that only a small selection of high achieving providers have been selected to deliver T Levels in 2020 when they first become available.

A slight majority of FE Colleges (54%) but only around one in eight schools with sixth forms (13%) expected to offer at least one T Level route. Around a quarter (23%) of private training providers planned to deliver T Levels.

The three most common T Level routes public post-16 institutions planned to offer were Business and Administration (12%), Health and Science (12%) and Digital (11%). These align with the three most common subject areas in which public post-16 institutions currently offer Level 3 technical education or vocational qualifications. Similarly, private training providers were most like to report planning to offer the Business and Administration T Level (19% of all private training providers).

More than half of public post-16 institutions who planned to offer a T Level route felt that additional specialist CPD interventions would be required for their staff (58%, though rising to 81% among FE Colleges); in addition, almost a quarter (23%) were unsure at this stage whether this would be required. However, among private training providers planning to offer at least one T Level route, fewer (28%) felt they would require staff to undertake specialist CPD provision to deliver T Level routes.

Careers Offer (chapter 8)

The government's careers strategy sets out plans to improve careers guidance so that young people are made aware of the full range of education, training and careers opportunities available to them. A key focus of Wave 7 of the Post-16 Omnibus was to ascertain schools' and other post-16 institutions' current approach to careers education and gather evidence on learners' engagement with employers.

Public post-16 institutions offered various aspects of careers education that matched areas of the Gatsby benchmarks of good career guidance, with each of

the five elements presented in the survey offered by the majority of institutions.⁴

Two aspects of the careers education were offered by practically all public post-16 institutions: assigning a lead individual or Careers Leader to oversee the institutions career programme, and providing students personal guidance (each 98%).

Results on most of the five measures suggest increases compared with previous waves of the Omnibus, particularly for having a whole-institution careers programme that is written down with resources allocated to it (89%, previous highest 80%), and offering a meaningful encounter with an employer each year to all their students (68%, previous highest 59%).

Private training providers were most likely to provide personal careers guidance to students (93%) with regards to their careers education offer.

The survey also covered the opportunities that public post-16 institutions offered their learners to have contact with employers in the 2018/19 academic year.

Public post-16 institutions had offered a wide range of opportunities to their learners to have contact with employers in the 2018/19 academic year. Seven of the ten opportunities covered in the survey were offered by more than half of institutions. The most commonly offered opportunities were talks with careers advisers and the opportunity to attend careers and skills fairs (each offered by 94%). Mentoring with an employee (38%) and e-mentoring with an employer (24%) were the least commonly offered.

In regard to opportunities for contact with employers, private training providers were most likely to offer students the opportunity for mock interviews with employers (79%) and CV workshops (75%).

Most public and private post-16 institutions published destinations information on their website. For public post-16 institutions this was most often information **relating to students' progression to Higher Education or careers opportunities (58%)**. Around two-fifths published: pupil-specific destinations information; the percentage of students in a sustained education, employment or training destination; the proportion going on to an apprenticeship or non-academic route; or a link to the governments' school and college performance tables.

A third (34%) of private training providers did not publish any destinations information on their website, compared with 14% of public post-16 institutions.

Those that did were also most likely to publish information related to students' progressing to Higher Education or careers opportunities (40%).

Most public post-16 providers (71%) but only a minority of private providers (42%) had heard of the Quality in Careers Standard. A small proportion of institutions

⁴ Gatsby (2013) Good Career Guidance. Accessed: <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

held the Quality in Careers Standard (15% of public and 9% of private institutions). In addition, some were currently applying for the standard; this higher among public post-16 institutions (16%) than private providers (4%).

Staffing and recruitment for post-16 education (chapter 9)

The Government has recently undertaken a number of initiatives and provided financial incentives aimed at encouraging recruitment and improving the retention of existing teachers.

Overall, recruitment of post-16 education teachers remains challenging, and among those that had tried to recruit teaching staff primarily for post-16 education 59% of public institutions and 70% of private providers had found recruitment difficult. In addition, among public post-16 institutions:

- Only 10% were receiving more applications for similar posts than they were three years ago (57% disagreed that this was the case).
- Only around a quarter (23%) agreed that they have to re-advertise on fewer occasions than they did three years ago (compared with 45% disagreeing).
- Just 15% agreed that the quality of applications has improved over the last three years (compared to 42% disagreeing).

Public post-16 institutions that had found it difficult to recruit, and offered at least one academic subject, were most likely to **report that Mathematics was one of the three most difficult subject areas to recruit for (56%), followed by Physics (48%) and Chemistry (31%).**

Mathematics was also the most commonly mentioned academic subject that was difficult for private training providers to recruit: 42% with recruitment difficulties that offered at least one academic subject mentioned it as one of the three most difficult subject areas to recruit for, followed by English (29%), Business Studies (14%) and Engineering (including electronics, 8%).

Public post-16 institutions who found it difficult to recruit and offered at least one technical or vocational provision area were most likely to mention **Digital as one of their three most difficult subject areas to recruit for (24%), followed by Engineering and Manufacturing (21%) and Business and Administration (16%).** For private training providers, Engineering and Business and Administration were considered the most difficult vocational subject areas to recruit for.

Around a quarter (26%) of public post-16 institutions reported that they currently had vacancies for post-16 education teachers, and just over a third (36%) reported having

filled vacancies for post-16 education teachers with supply staff in the last academic year.

Private training providers (41%) were more likely than public post-16 institutions to report that they currently had vacancies for post-16 education teachers, but less likely than to report vacancies filled by supply staff over the last academic year (21%).

Mental Health (chapter 10)

Children and young people's mental health is a priority for this Government, and the DfE has committed to supporting schools and colleges to promote good mental wellbeing in children, to provide a supportive environment for those experiencing problems, and to secure access to more specialist help for those who need it.

This wave asked questions on whether practitioners understood their responsibilities, have the necessary knowledge to be able to initiate support, and know how and when to refer learners.

There is a trend of improvement from Wave 7 compared to Wave 6, with public post-16 institutions more positive regarding their ability to support students with mental health issues. Agreement was highest for 'most of their staff knowing what support the institution offers students with mental health issues' (94%), followed by their 'staff being equipped to identify behaviour that may be linked to a mental health issue' (90%).

Whilst the vast majority of private training providers were also positive about their ability to support students with mental health issues (for example 93% agreed that most staff know what support the institution offers to students with mental health issues, and 85% felt that most staff at their institution are equipped to identify behaviour that may be linked to a mental health issue), results were similar to Wave 6.

Developing pupils' character (chapter 11)

The DfE has in recent years focused on young people's mental health and character development, viewing emotional wellbeing and the development of life skills as an important pursuit "alongside securing academic excellence".⁵ It recently published non-statutory framework guidance for schools on character education.⁶ This wave of the

⁵ Department for Education (2017) *Developing Character Skills in Schools*, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/634712/Developing_Character_skills-Case_study_report.pdf p. 9

⁶ Department for Education (2019). Character Education Framework Guidance <https://www.gov.uk/government/publications/character-education-framework>

survey focused on the extra-curricular activities post-16 institutions offer, and what they perceive to be most effective in developing pupils' character.

All public post-16 institutions were read a list of 32 potential extracurricular activities and asked what they offered, and which three of the activities offered were the best at developing their students' character. Character was defined as 'attributes like belief you can achieve, tenacity, working hard for long term goals, ability to bounce back from knocks.'

On average, public post-16 institutions offered 16 of the potential 32 extracurricular activities they were prompted with. The five most common activities offered by public post-16 institutions were: **opportunities to have a position of responsibility (99%), mentoring younger students (94%), charity group e.g. fundraising or volunteering (94%), work experience (93%), and team sports (83%).**

The extracurricular activities that were most commonly picked as being the most effective at developing character were: **Duke of Edinburgh (48%), opportunity to have a position of responsibility (40%), mentoring younger students (33%), team sports (31%), work experience (27%).**

Prevent Duty (chapter 12)

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities to have "due regard to the need to prevent people from being drawn into terrorism".⁷ This is known as the Prevent Duty. It is part of the overall government counter-terrorism strategy, and it concerns staff and governing bodies in all schools, colleges, and "alternative provision academies and 16-19 academies".⁸ This wave focused on questions on how confident institutions felt about implementing the Prevent Duty Guidance, and in promoting Fundamental British Values.

Confidence in implementing the Prevent Duty Guidance remains very high amongst post-16 institutions: almost all were either confident or very confident in implementing the Prevent Duty Guidance (97%), unchanged from Wave 6. Private training providers displayed similar levels of confidence (98% confident or very confident).

⁷ HM Government (2015) *Revised Prevent Duty Guidance: For England and Wales*, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf p. 2

⁸ Department for Education (2015) *The Prevent Duty: Departmental Advice for Schools and Childcare Providers*, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf p. 3

Sixty five percent of public post-16 institutions had heard of the Education and Training Foundation Prevent responsibilities website, with 29% having used it. Private training providers were far more likely to have used the Education and Training Foundation Prevent responsibilities website (72%).

All private training providers and almost all public post-16 institutions (98%) felt confident in promoting Fundamental British Values. These findings were similar to Wave 6 of the Omnibus.

English for Speakers of Other Languages (ESOL) (chapter 13)

The Government recognises that English language skills are crucial to help people integrate into life in England, as well as to break down barriers to work and career progression. In February 2019, the government committed to develop a new strategy for English for Speakers of Other Languages (ESOL) to provide a shared vision and common aims for all publicly funded ESOL. As such, a focus of this wave of the Omnibus was to ascertain post-16 institutions role in promoting English language skills for speakers of other languages.

Ninety percent of public post-16 institutions that offer ESOL felt changes should be made to ESOL qualifications, particularly updating the content of the curriculum (83%), the introduction of a pre-entry level qualification to target complete beginners (78%) and the development of work-specific modules (73%). Private training providers also reported that updating the content of the curriculum would improve ESOL qualifications (96%).

There was also interest in developing ESOL courses that use blended learning: 51% of public post-16 institutions and 62% of private providers that deliver ESOL felt this would have a positive impact on improving ESOL provision.

Two forms of support were offered to ESOL teachers by the majority of public post-16 institutions that offer ESOL. Approximately two-thirds consulted with staff through surveys or discussion forums (65%) or provided ESOL teachers with access to a wider range of teaching materials and lesson plans (62%). Around nine in ten (88%) private training providers consulted with ESOL teaching staff through surveys or discussion forums.

Participation of young people post-16 (chapter 14)

Young people are required to continue in education or training until at least their 18th birthday. Local authorities (LAs) have a statutory duty to collect information to identify young people who are not participating, or who are at risk of not participating, so they can

support and encourage them to participate.⁹ As part of this, they work with providers of post-16 education to identify those at risk of not participating. As part of Wave 7 of the Omnibus, post-16 institutions were asked about their provision of information to help LAs to track and maintain contact with young people.

The vast majority (94%) of public post-16 institutions were aware of their duty to share data with their local authority to identify learners who are not, or at risk of not, participating in education. Private training providers, however, were less aware of this duty (72%).

Fifty six percent of public post-16 institutions provided this information on either a termly (36%) or annual (20%) basis. Special schools (36%) and FE Colleges (34%) were more likely than schools with sixth forms (12%) to share information with their LA about learners at risk of not participating in education at least monthly.

⁹ Participation of young people in education, employment or training: statutory guidance for local authorities https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/561546/Participation-of-young-people-in-education-employment-or-training.pdf

1. Introduction

In recent years a number of changes have impacted the post-16 education landscape, from reforms to AS and A level qualifications, to the introduction of new T Level routes, the apprenticeship levy and advanced maths premium.

The purpose of this survey was to gain a better understanding of the views of public and private post-16 institutions about these changes and explore how they are adapting to ensure learners are prepared for further education, employment and adult life.

First conducted in mid-June 2015, this is the seventh survey in the Post-16 Institutions Omnibus series. It was initially conducted biannually, though since Wave 6 (conducted from June to October 2018) it has been conducted annually. This wave was conducted between June and July 2019 and was the second wave to include the views of private training providers.¹⁰

Throughout the report, we compare results with previous waves of the survey where a question was repeated. Fieldwork dates for each wave were as follows:

Wave	Fieldwork dates	Number of interviews
1	June and July 2015	472
2	November & December 2015	506
3	May and June 2016	503
4	November & December 2016	476
5	June and July 2017	501
6	June and July 2018	421 (plus 246 private training providers)

1.1 Methodology

This report presents the findings of telephone interviews with 444 public post-16 institutions¹¹ and 212 private training providers in England.

¹⁰ These are also referred to as independent training providers and independent learning providers. Only institutions classed as 'independent learning providers' were included within the scope of this study, with employer providers and HEI providers excluded.

¹¹ Public post-16 Institutions in scope of the study were state-funded institutions providing post-16 education, covering FE colleges (including specialist colleges), sixth form centres, schools with sixth forms (including maintained, academies, free schools and special schools), studio schools and University Technical Colleges. The study excluded commercial and charitable providers and higher education providers.

All interviews with public post-16 institutions took place with Head Teachers, Principals, Vice Principals or acting Head Teachers. Interviews with private training providers took place with Directors, CEOs, and senior leaders with an oversight of the whole organisation.

Prior to the main fieldwork, the questionnaire went through two development phases to ensure it was relevant, engaging and consistently understood by the range of different institutions and private training providers offering post-16 education:

- In the first phase, eight cognitive interviews were conducted by telephone. After running through the survey, respondents were asked follow-up questions to examine their understanding of the questions and the reasons for their responses.
- Following this, the questionnaire was piloted with 20 institutions. These telephone interviews were monitored to check the flow of the interview, that respondents understood the questions, and that the interview length was as intended.

1.2 Sampling and weighting

The sample of public post-16 institutions was drawn from 'Get information about schools' (formerly EduBase), DfE's register of educational establishments in England. A sample of 934 public post-16 institutions was drawn from which 443 interviews were achieved (a response rate of 47%). This figure rises to 54% when only considering usable sample (see annex A). The private training provider sample was drawn from an Education and Skills Funding register of private training providers offering post-16 provision, provided by DfE. A sample of 450 private training providers was drawn, from which 212 interviews were achieved (a response rate of 47%, rising to 55% when only considering usable sample).

The post-16 institution sample was stratified to cover all the different types of post-16 institutions, including small subgroups such as studio schools and University Technical Colleges (see Table 1.1). Less prevalent institution types were oversampled to ensure we obtained enough responses from these groups to represent their views as a whole.

Weighting was applied to the final data to ensure that the results were representative of the entire population of post-16 institutions and private training providers offering post-16 education, by correcting for the over-sampling of small subgroups.

Throughout the report, subgroup differences are only reported where the difference is statistically significant at the 95% confidence level.

Table 1.1 Sample drawn, and interviews achieved at Wave 7

Public post-16 institutions	Population	No. of institutions as a proportion of the total population (%)	Sample drawn	Interviews achieved
Schools with sixth forms	2,166	68%	480	210
FE Colleges	265	8%	262	124
Special schools	674	21%	100	68
University Technical Colleges (UTCs)	49	2%	49	24
Studio schools	27	1%	27	10
Sixth form centres	17	1%	16	7
Total	3,198	-	934	443

Private training providers	Population	Sample drawn	Interviews achieved
Private training providers	927	450	212

1.3 Terminology

Throughout this report the term **‘public post-16 institution’** refers to solely government funded, public institutions offering post-16 provision to learners. The institution types included within this term are highlighted in the top section of Table 1.3.

The term **‘private training provider’**, or ‘PTP’, refers to privately funded organisations offering post-16 provision to learners. Whilst these providers may receive some government funding, they all also receive funds through other sources. These may also be referred to as independent training providers and independent learning providers.

Significant differences between **‘the most deprived areas’** and **‘least deprived areas’** are discussed throughout this report. These are defined by use of quintiles, derived from the index of multiple deprivation. This index ranks every ward in England from 1 (most deprived area) to 32,844 (least deprived area). Postcodes are then grouped in to five segments or ‘quintiles’: Quintile ‘1’ represents post-16 institutions situated in the ‘most

deprived areas'. Quintile '5' represents post-16 institutions situated in the 'least deprived areas'. All significant differences noted in this report are between quintiles 1 and 5.¹²

For some questions in the survey, post-16 institutions were provided with answer options and asked to provide a response to them e.g. if they agree or disagree with a particular statement. Where respondents were given a list of answer options to respond to, these responses are referred to throughout the report as '**prompted**'. Where the respondent was not given an answer option and asked to provide their own response (not from a preselected list), these responses are referred to as '**spontaneous**'.

¹² Department for Communities and Local Government (2015) The English Index of Multiple Deprivation (IMD) 2015 – Guidance. Accessed: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/464430/English_Index_of_Multiple_Deprivation_2015_-_Guidance.pdf

2. AS and A level reform

This chapter looks at the provision of AS levels and A levels, in particular, how well institutions felt that the start of teaching of the first wave of new AS and A levels has gone.¹³

AS level and A level qualifications in England have been reformed in four phases, aiming to ensure they better prepare learners for higher education or employment.¹⁴ The first and second waves of new AS level and A level qualifications were introduced in September 2015 and September 2016 respectively. Teaching of the third wave of new AS and A level qualifications commenced in September 2017. The fourth and final wave of new A level qualifications were introduced in September 2018.¹⁵

As part of the reforms, AS level and A level qualifications have been decoupled so that an AS level no longer counts towards an A level. All waves of the new AS levels and A level qualifications are linear, with all external assessment taking place at the end of the course. Most subjects are assessed by examination rather than coursework.

2.1. Public post-16 institutions

Given that the first wave of the reformed AS level and A level qualifications were introduced four years ago (2015), Wave 7 of the Omnibus provided a timely opportunity to ask post-16 institution leaders how well they felt teaching had gone in these subject areas, to gain an understanding of how successfully these new qualifications have been embedded into the post-16 curriculum.

Public post-16 institutions who offered A level qualifications were asked on a scale of '1-5' how well teaching had gone in the for the subjects introduced in the first wave of new AS and A levels, with '1' denoting 'not at all well,' and '5' denoting 'very well'. Almost nine in ten (88%) felt that the teaching had gone well (a score of 4 or 5), with a third (33%) reporting that the teaching had gone very well (a score of 5).

Schools with sixth forms were more likely than other institution types to report that teaching had gone well (89% compared to 79%). Similarly, schools with sixth forms with academy status were more likely to say teaching of the first wave of the new AS and A levels had gone well than those without academy status (92% compared to 82%).

¹³ The first wave AS and A level subjects were: Art and Design, Biology, Business, Chemistry, Computer Science, Economics, English language, English language and literature, English literature, History, Physics, Psychology, Sociology

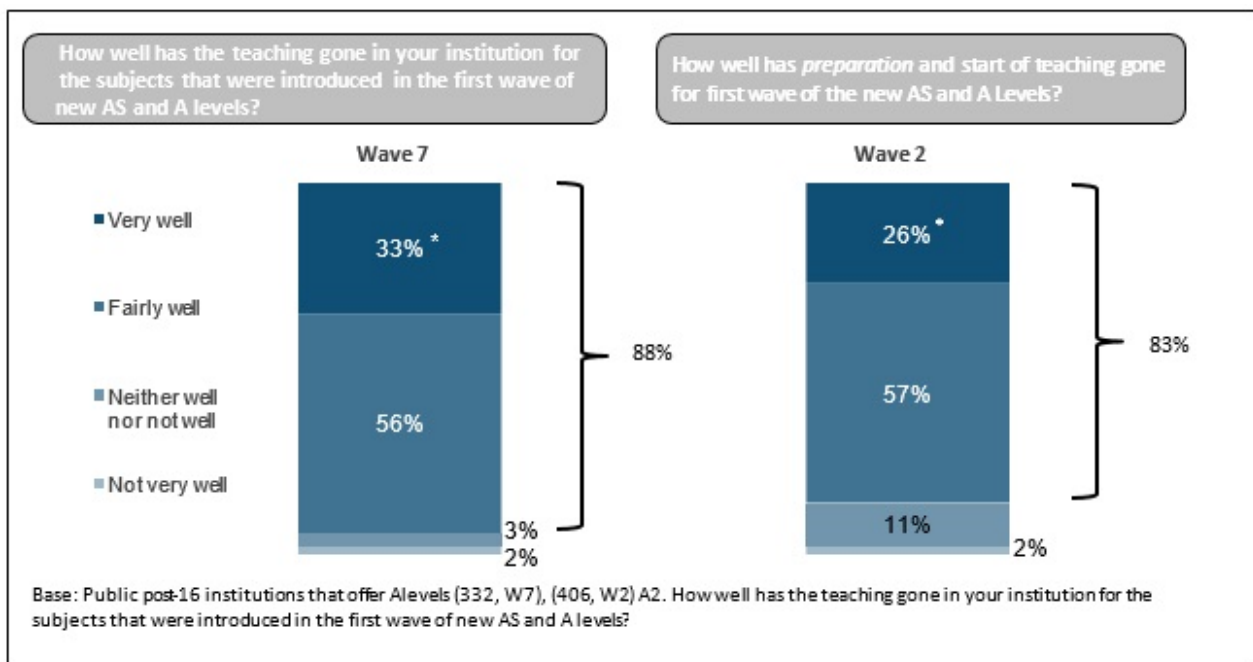
¹⁴ DfE (2010). *The importance of teaching: the schools white paper 2010*

¹⁵ A full timetable of the subjects being reformed at each phase can be found in: Ofqual (2017) *Get the facts: AS and A level reform*

In Wave 2 of the Omnibus (for which fieldwork took place from November to December 2015) institutions were asked how well preparation and the start of teaching had gone for the first wave of the new AS and A levels. Though the question was worded slightly differently in the current wave, with the exclusion of *preparation* from the question, comparisons can still be drawn.

The proportion of public post-16 institutions that agreed that teaching had gone well was similar in both waves (88% and 83% in Wave 7 and Wave 2 respectively), however in Wave 7 respondents were more likely to feel that teaching had gone very well (33% compared with 26% in Wave 2).

Figure 4.1 Perception on how well teaching has gone for the first wave of new AS and A levels



3. Advanced maths premium

This chapter examines the awareness and impact of the advanced maths premium announced in the 2017 autumn budget. The advanced maths premium is a financial incentive to encourage uptake of maths courses at Level 3. A payment of £600 per student is made to providers for net gains in enrolment on eligible courses, compared to the institution's own baseline. Among the eligible courses is the Core Maths qualification, developed to engage students who have not selected to pursue maths through the A level route.

These are additional funds that can be used by providers in whatever way they deem necessary. The first premium was paid in the 16 to 19 funding allocations for the 2019-20 academic year, based on student enrolment in the 2018-19 academic year.¹⁶

3.1. Public post-16 institutions

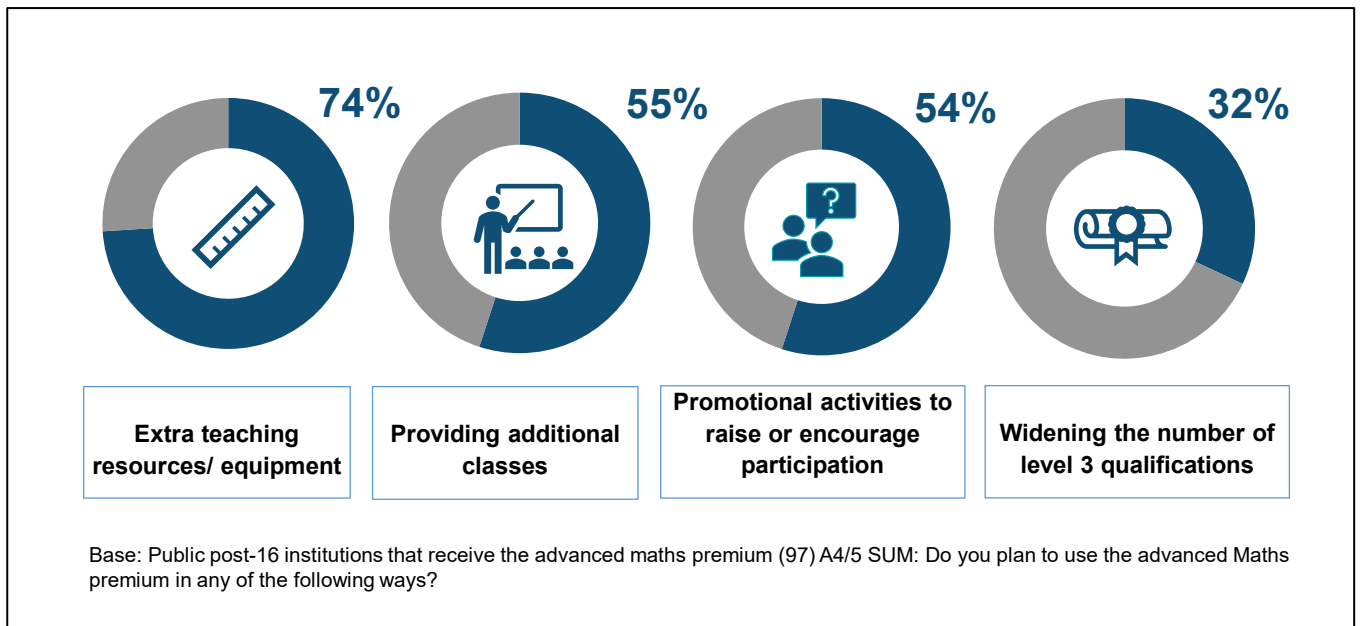
Public post-16 institutions were asked if they were aware of the advanced maths premium, and if so, how they expected to use the additional funding.

Around six in ten public post-16 institutions (59%) were aware of the advanced maths premium, consistent with awareness levels in Wave 6 of the Omnibus (63%). FE colleges (81%) were more likely than schools with sixth forms (66%) and special schools (26%) to have heard of the advanced maths premium.

Public post-16 institutions that received the advanced maths premium were asked how they planned to use it (Figure 5.1, this was a prompted question with the list of options read out to respondents). Public post-16 institutions most commonly reported using the premium to secure extra teaching resources / equipment (74%), whilst slightly more than half said that they would provide additional classes (55%) and promotional activities to raise or encourage participation (54%). Schools with sixth forms were less likely than other institution types to report that they would provide additional classes (50%) or engage in promotional activities to raise or encourage participation (50%).

¹⁶Education and Skills Funding Agency (ESFA) (2018) *16 to 19 funding: advanced maths premium*

Figure 5.1 What public post-16 institutions plan using the advanced maths premium on (prompted)



4. Technical Education

This chapter looks at whether FE Colleges and private training providers felt they had been given the opportunity by local schools to speak to their pupils about technical education and apprenticeships.

‘Technical education’ in this chapter refers to technical qualifications at Level 3 that exist alongside apprenticeships and traineeships. The Government is currently undertaking major reforms to the technical education system in England. These reforms were first outlined in the Post-16 Skills Plan of 2016.¹⁷ An independent panel on technical education released a report of recommendations for changing a system that has led to “a chronic shortage of people with technician-level skills” and that comprises of a “confusing and ever-changing” range of qualifications that are not understood by employers.¹⁸ The system reform was proposed in response to the need for trained, highly skilled people who could contribute to a rise in productivity and economic growth. The technical education option prepares individuals for employment requiring practical skills and technical knowledge.¹⁹ As part of the reform, the new technical education option will sit alongside the academic option of A levels and a university degree.²⁰

4.1. Public post-16 institutions

All FE Colleges and PTPs were told in the survey that there is a Government requirement for schools to have a provider access policy statement which sets out opportunities for year 8 – 13 pupils to meet providers of technical education and to make sure that it is adhered to. They were then asked what proportion of secondary schools had given them the opportunity to speak to pupils in these year groups about technical education and apprenticeships.

As shown in Figure 6.1, FE Colleges were more likely to have been provided with this opportunity, with 70% speaking to at least some schools, in comparison with 50% of PTPs. They were also more likely to report that all secondary schools gave them the opportunity to speak to pupils (11% vs 4% among PTPs), or that most schools had (27% vs 11%). These findings may reflect the strength of longer-standing relationships between schools and FE colleges, as opposed to between schools and more recently established PTPs.

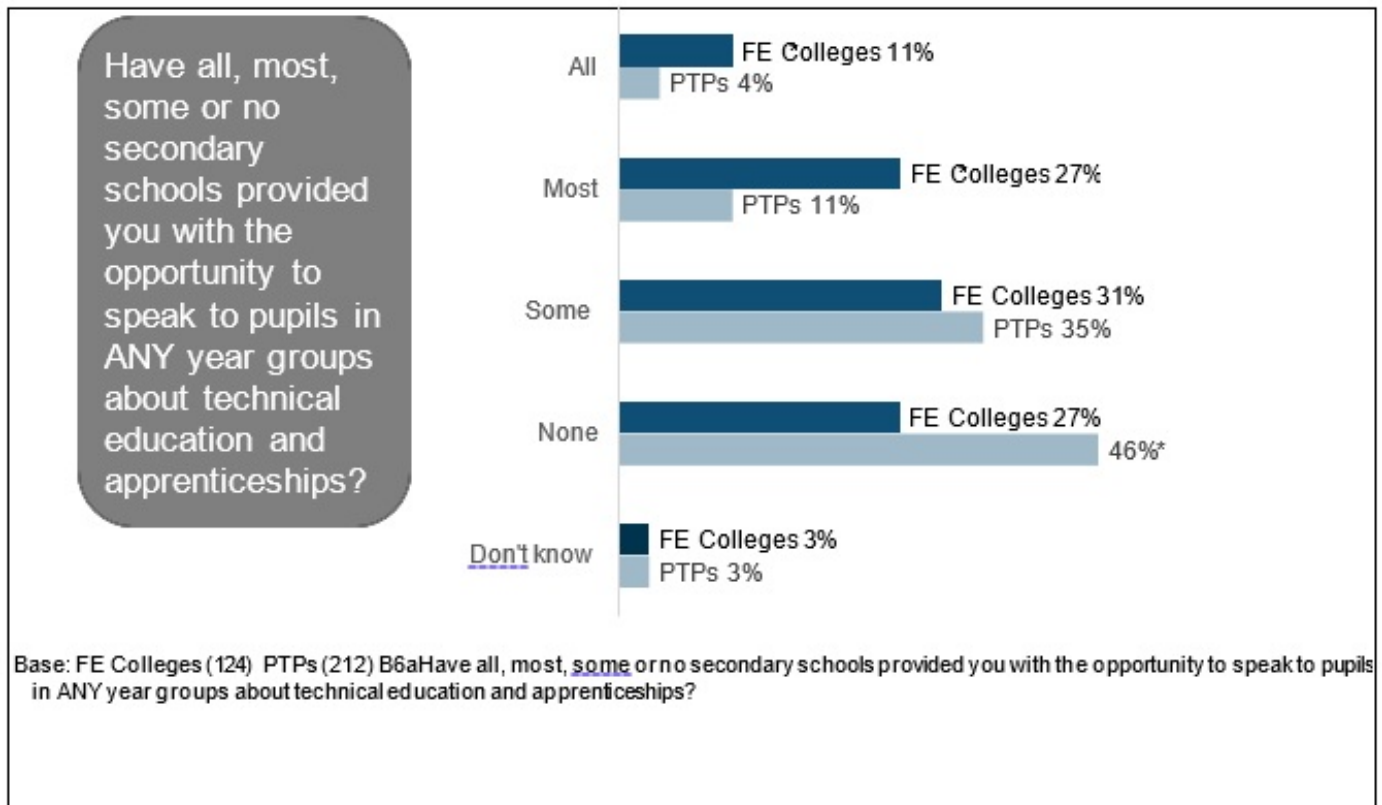
¹⁷ Foster, D. and Powell, A. (2019) *T Levels: Reforms to Technical Education*, House of Commons Briefing Paper, <https://researchbriefings.files.parliament.uk/documents/CBP-7951/CBP-7951.pdf> p.3; Department for Business, Innovation & Skills (BEIS), DfE (2016) *Post-16 Skills Plan*

¹⁸ Foster, D. and Powell, A. (2019) *T Levels: Reforms to Technical Education*, House of Commons Briefing Paper, p.7

¹⁹ Department for Business, Innovation & Skills (BEIS), DfE (2016) *Post-16 Skills Plan*

²⁰ Foster, D. and Powell, A. (2019) *T Levels: Reforms to Technical Education*, House of Commons Briefing Paper, p.3

Figure 6.1 Opportunity to speak to pupils in any year groups about technical education and apprenticeships



5. T-Levels

This chapter investigates whether post-16 institutions intend to deliver new T Level routes, and if so, what areas they plan to offer them in. Institutions that intended to offer T Level routes were also asked if they felt continuing professional development (CPD) interventions would be required for staff in order to successfully deliver these T Level routes, and if so, how many of their staff would require such interventions.

T Levels are a key part of the Government's technical education reform. The new technical education option will be made up of 15 routes that are based on occupations with similar training requirements. Learning will be delivered through a combination of classroom-based education and apprenticeships. T Levels are Level 3 study programmes that sit at the start of these technical routes. They will be equivalent to a three A level programme and will consist of full-time study over a two-year period.²¹

These qualifications will be rolled out in phases. The first three T levels will be delivered from September 2020 by a small number of providers, with the aim that all T Levels will be introduced by September 2023.²²

T Levels aim to "provide young people with a choice between technical and academic education post 16".²³ The new courses, when fully rolled out, will cover subjects ranging from accountancy to catering, to digital support and services. T Level courses will include the following compulsory elements; a technical qualification, which will include core theory, concepts and skills for an industry area and specialist skills and knowledge for an occupation or career as well as an industry placement, for a minimum of 315 hours with an employer and a minimum standard in maths and English if students have not already achieved them.²⁴

5.1. Public post-16 institutions

All public post-16 institutions except special schools were asked which, if any, T Level routes they planned to deliver. It should be noted here that the DfE have selected a small number of high performing providers to deliver a maximum of three T Levels in September 2020. Whilst public post-16 institutions were asked whether they planned to introduce *any* T Level route (with no timeline specified), the timing of fieldwork for this

²¹ Foster, D. and Powell, A. (2019) *T Levels: Reforms to Technical Education*, House of Commons Briefing Paper, p.3

²² Foster, D. and Powell, A. (2019) *T Levels: Reforms to Technical Education*, House of Commons Briefing Paper, p.3

²³ Gov.uk (2018) *New T Levels Mark a Revolution in Technical Education*,

<https://www.gov.uk/government/news/new-t-levels-mark-a-revolution-in-technical-education>

²⁴ Gov.uk (2019) *Introduction of T Levels*, <https://www.gov.uk/government/publications/introduction-of-t-levels/introduction-of-t-levels>

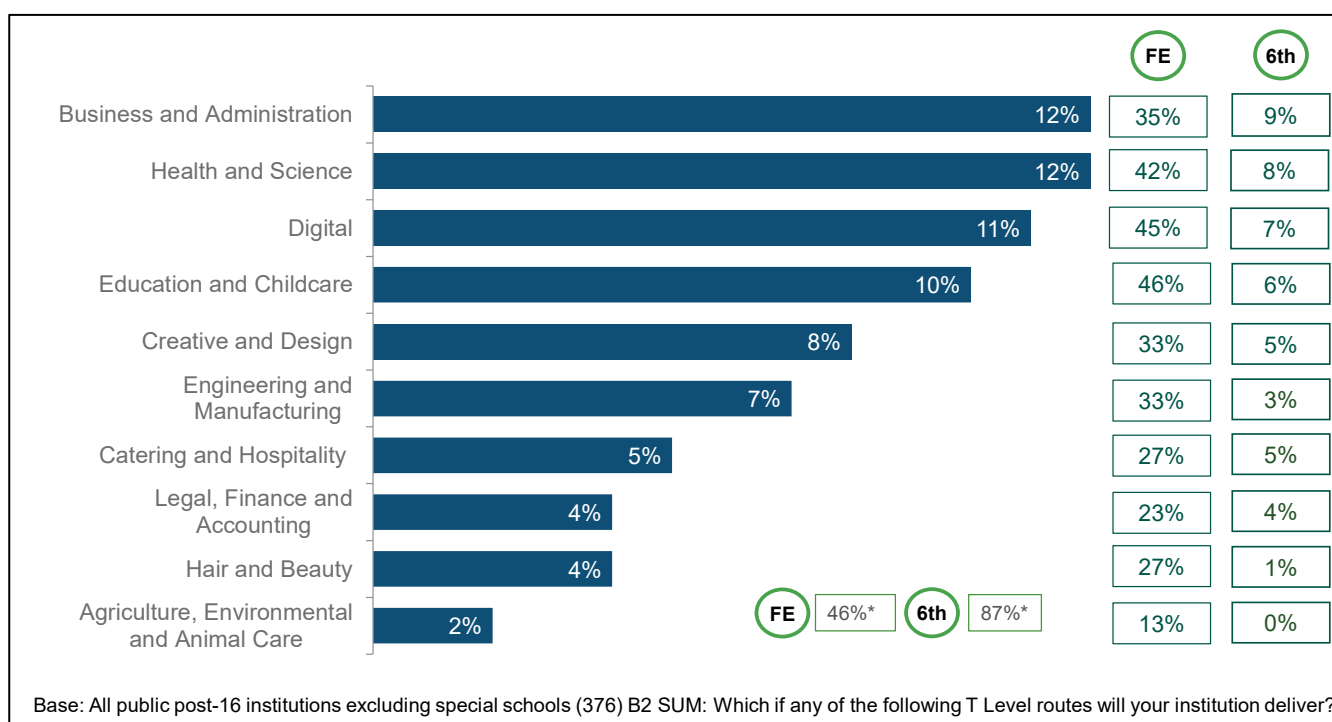
survey in relation to the stage of implementation of T Levels should be noted when considering the findings in this section.

Over four-fifths of public post-16 institutions (excluding special schools) reported that they did not yet plan to offer any T Level route (82%).

FE Colleges were more likely to have plans to offer at least one T Level route (54%) in comparison with schools with sixth forms (13%). Public post-16 institutions in the most deprived areas were also more likely not to have plans to offer any T Levels yet (91%) compared with 77% among those in the least deprived areas.

Almost one in five (18%) public post-16 institutions did plan to offer at least one T Level route. Of these, the subject areas they planned to offer T Levels in largely corresponded with the subject areas in which they currently offer Level 3 technical education or vocational qualifications. The three most common T Level routes public post-16 institutions plan to offer are Business and Administration (12%), Health and Science (12%) and Digital (11%), which align with the three most common subject areas public post-16 institutions currently offer Level 3 technical education or vocational qualifications in.

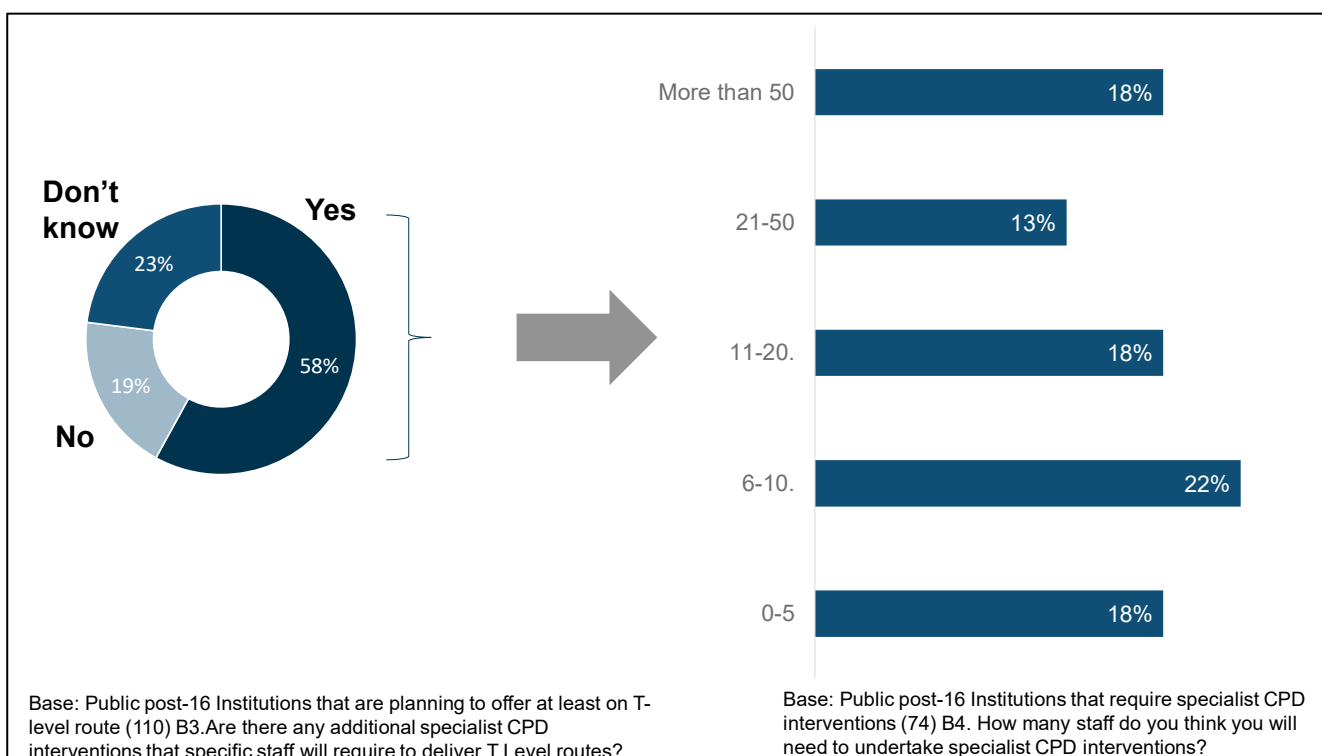
Figure 7.2 T Level routes public post-16 institutions plan to deliver (excluding special schools)



Corresponding with FE Colleges being more likely than other institution types to plan to offer T Level routes, they were also more likely to plan to offer all T Level subject areas in comparison with schools with sixth forms.

Public post-16 institutions who expected to offer at least one T Level route (18% of all institutions excluding special schools) were asked if they felt that offering new T Levels would require specific staff members to undergo specialist CPD interventions in order to deliver T Level routes (left hand side of Figure 7.2). This question was added to give an indication of the level of upskilling that would be required for teachers of new T Level routes. Fifty eight percent of those that plan to offer at least one T Level route felt that specific staff would require specialist CPD interventions (rising to 81% among FE Colleges), whilst almost a quarter (23%) were unsure at this stage whether this would be required.

Figure 7.3 Expectation of required additional CPD interventions for staff to deliver new T Levels



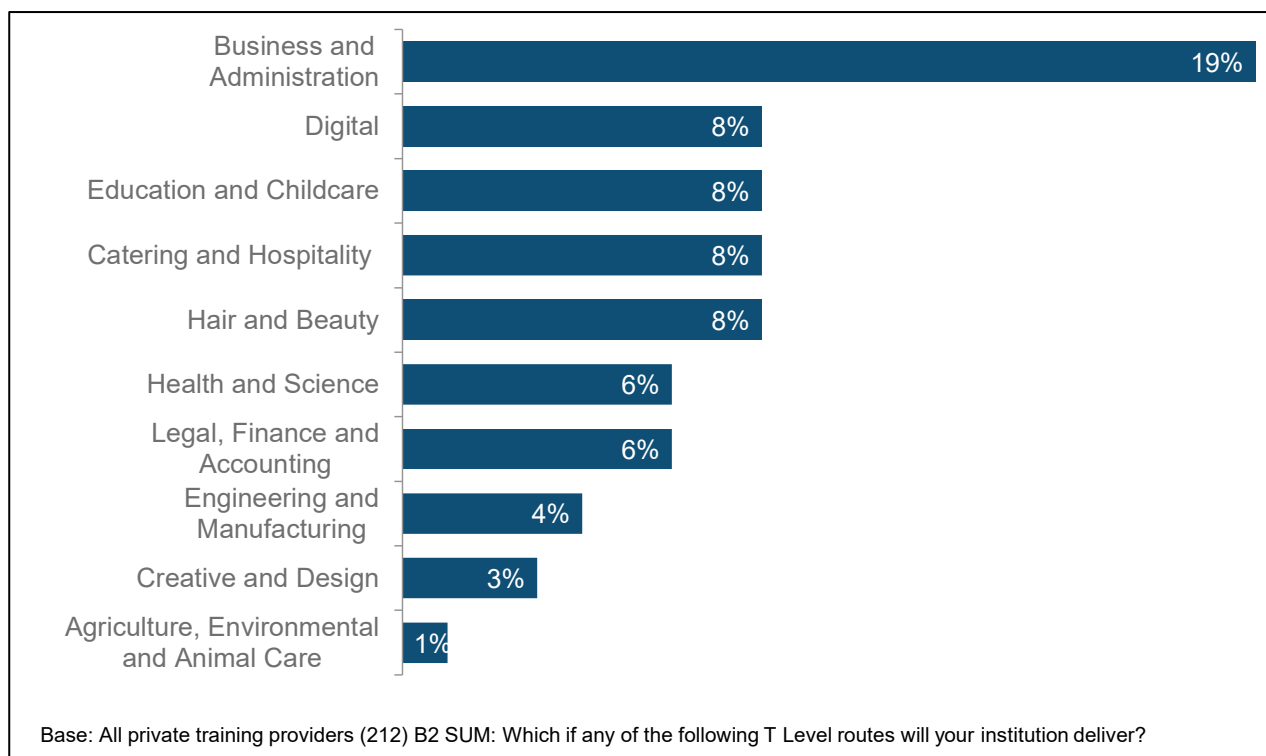
Those who felt that specialist CPD interventions for their staff would be required to deliver T Level routes gave an even spread of responses regarding the number of staff they expected would require CPD interventions (right-hand side of Figure 8.2). Roughly one fifth of this subsample reported that would require 0-5 (18%), 6-10 (22%), 11-20 (18%) or more than 50 staff (18%) to undergo CPD interventions to deliver new T Level routes. Slightly fewer (13%) stated they would require 21-50 staff to undergo these interventions.

It should be noted that responses for this question are likely to relate to the size of the institution (i.e. larger institutions with more staff would expect higher numbers of staff to undergo CPD interventions) and it is unknown what proportion of teaching staff may require CPD interventions to deliver T Levels.

5.2. Private training providers

Private training providers were more likely to plan to deliver new T Levels than public post-16 institutions (28% vs 12%), though more than seven in ten did not plan to offer any new T Level route (72%). As shown in Figure 7.3, aligning with public post-16 institutions, private training providers were most likely to report that they were planning to offer the Business and Administration T Level (19%).

Figure 7.4 T Level routes private training providers plan to deliver



Of private training providers who reported that they plan to offer a T Level route, almost three in ten (28%) suggested that they would require staff to undertake specialist CPD provision to deliver T Level routes (roughly half the proportion mentioned by public post-16 institutions (58%)). Given the comparatively low number of private training providers who reported that specialist CPD interventions would be required (17 respondents), the base size is too low to report the breakdown of the number of staff these providers feel would require CPD interventions.

6. Careers Offer

This chapter considers how post-16 institutions and private training providers prepare their learners for employment and higher education. It explores careers opportunities on offer, as well as institutions' awareness of the Quality in Careers Standard.

Reforms detailed in the government's Post-16 Skills Plan²⁵ highlight the importance of high-quality careers education within post-16 education. The government has published a careers strategy²⁶ which is an ambitious blueprint for careers guidance for young people and adults. Statutory careers guidance²⁷ has been published to underpin the legal requirement for schools and colleges to provide independent careers guidance for their students.

Young people need to be made aware of the full range of careers opportunities available to them so they can make informed choices about the next steps in their education or training. The Careers and Enterprise Company was established in 2014²⁸ to connect employers with schools and colleges to give greater opportunities for young people to learn about the workplace. Following the publication of the Government's careers strategy, the Company's remit was expanded to support schools and colleges to achieve the Gatsby Benchmarks of Good Career Guidance.²⁹

In line with the above, a key focus of Wave 7 of the Post-16 Omnibus was to ascertain institutions' current approach to careers education and gather evidence on learners' engagement with employers.

6.1. Public Post-16 institutions

Delivery of key aspects of careers education

Public post-16 institutions were asked whether five statements applied to their careers education offer. These statements aligned with five of the eight Gatsby benchmarks, and included whether the institution provides personal guidance to students and whether they have a whole-institution careers programme that is written down and has resources allocated to it.

²⁵ Department for Business, Innovation & Skills (BEIS), DfE (2016) *Post-16 Skills Plan*

²⁶ Careers strategy: making the most of everyone's skills and talents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

²⁷ Careers guidance and access for education and training providers

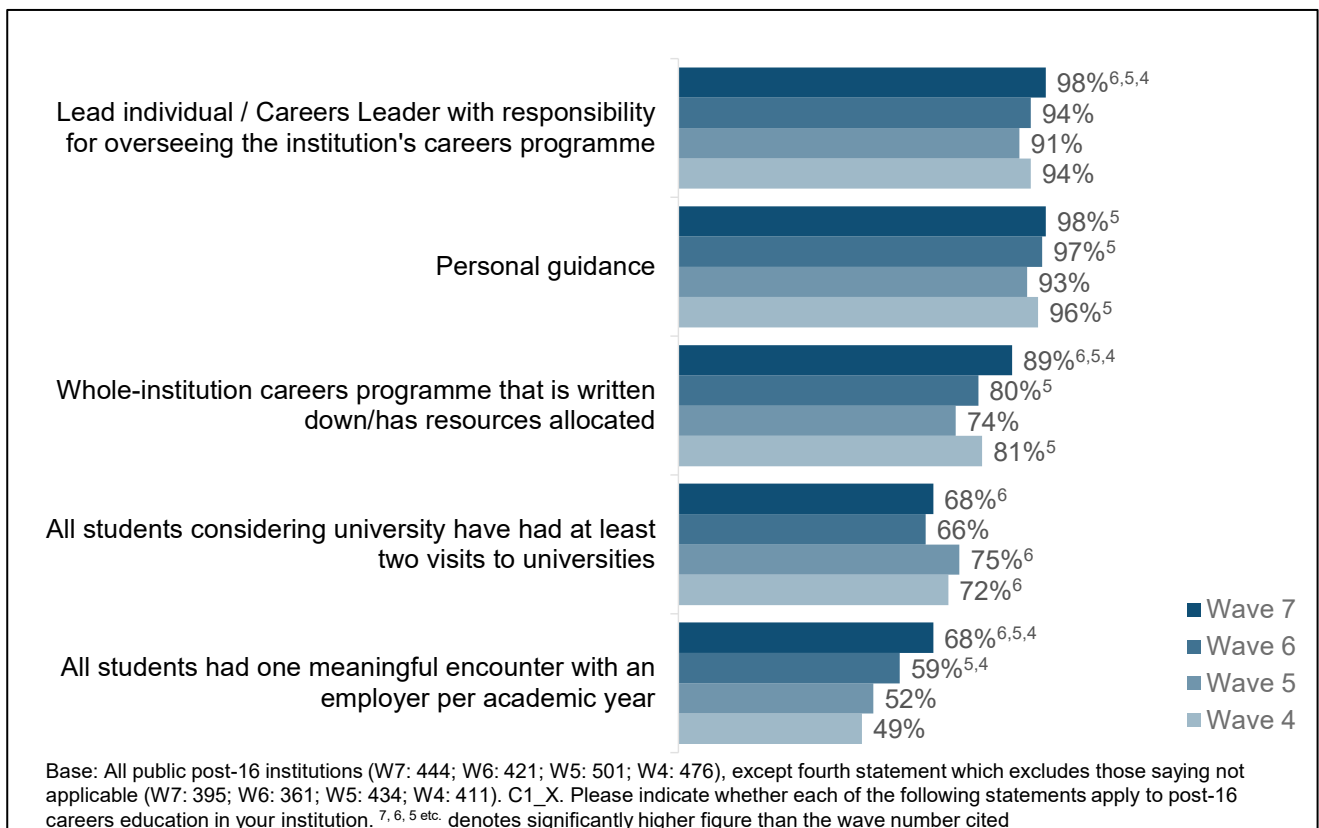
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

²⁸ <https://www.gov.uk/government/news/new-careers-and-enterprise-company-for-schools>

²⁹ Gatsby (2013) Good Career Guidance. Accessed: <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

As illustrated in Figure 8.1, each aspect of careers education covered in the survey was offered (or fulfilled) by the majority of institutions, with the proportion offering each ranging from nearly all having an identified lead individual or Careers Leader with responsibility for overseeing the institution’s careers programme (98%) and personal guidance (98%) to roughly two thirds (68%) who offered students a meaningful encounter with an employer at least once per academic year.

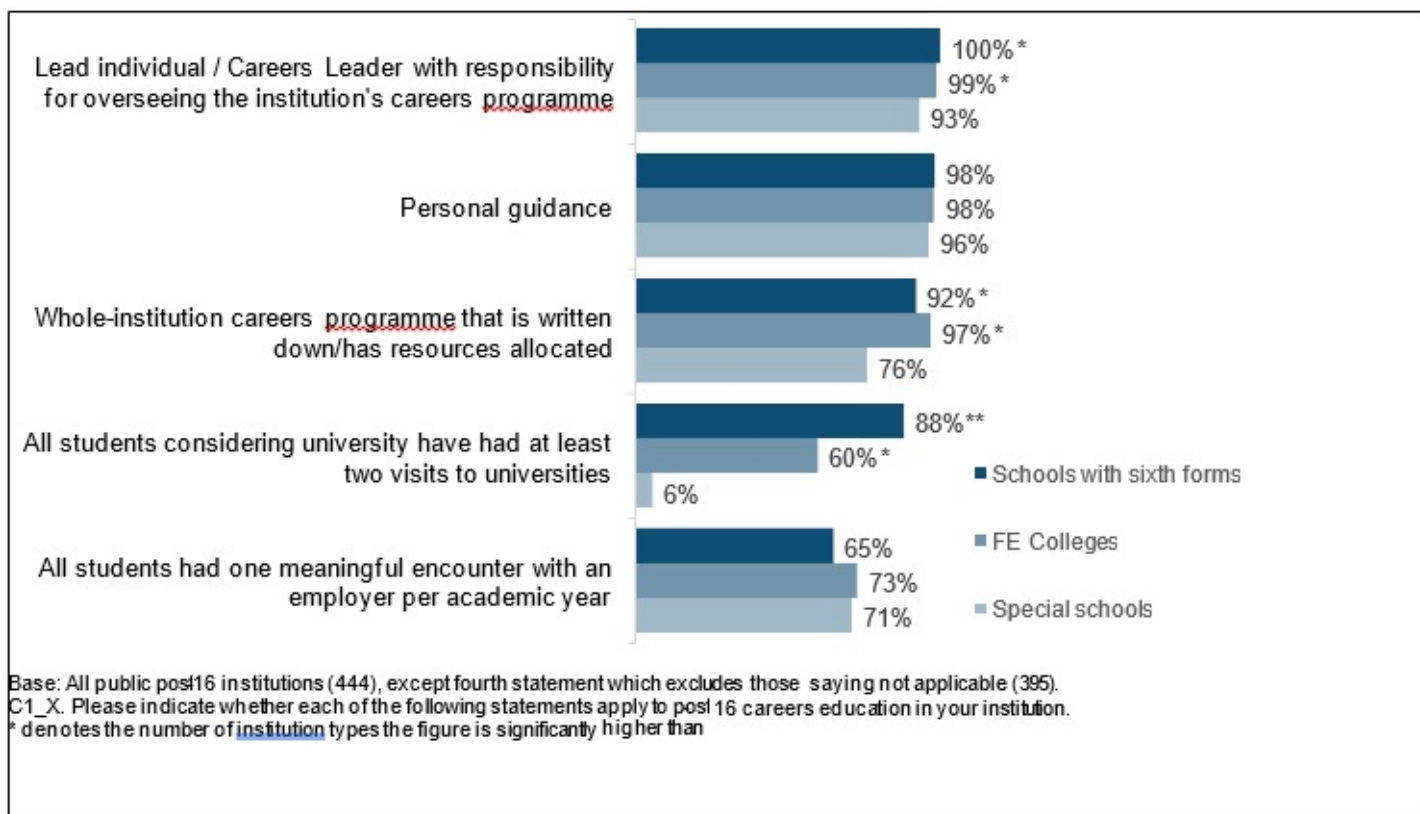
Figure 8.1 Proportion of public post-16 institutions offering the following aspects of post-16 careers education, by survey wave



The statements covering the Gatsby benchmarks have been presented to public post-16 institutions over the last four consecutive waves. The broad pattern has remained consistent, with public post-16 institutions most likely to offer personal guidance and have a Careers Leader or someone responsible for the institution’s careers programme, and least likely to offer all students one meaningful encounter with employers each academic year (see Figure 8.1).

Nevertheless, in the latest wave of the survey, public post-16 institutions were more likely than in all previous waves to report offering/delivering each element. Increases were particularly marked for a whole-institution careers programme that is written down with resources allocated to it (89%, previous highest 80%), and offering a meaningful encounter with an employer each year to all their students (68%, previous highest 59%). This finding was chiefly driven by an increase in the number of special schools offering these aspects of careers education.

Figure 8.2 Proportion of post-16 institutions offering the following aspects of careers education, by institution type



There were also differences by institution type, with schools with sixth forms and FE colleges more likely than special schools to: provide personal careers guidance; have a whole-institution careers programme; and offer students considering university an opportunity to visit two universities.

However, unlike in Wave 6, schools with sixth forms were not *significantly* more likely than special schools to report that they had identified a lead individual to oversee the careers programme, nor were they more likely to provide all students with an opportunity to have direct experience of the workplace, suggesting that these aspects of an institution's careers offer are becoming more common within special schools.

Careers opportunities with employers

The survey also covered the opportunities offered by public post-16 institutions for their learners to have contact with employers in the 2018/19 academic year.

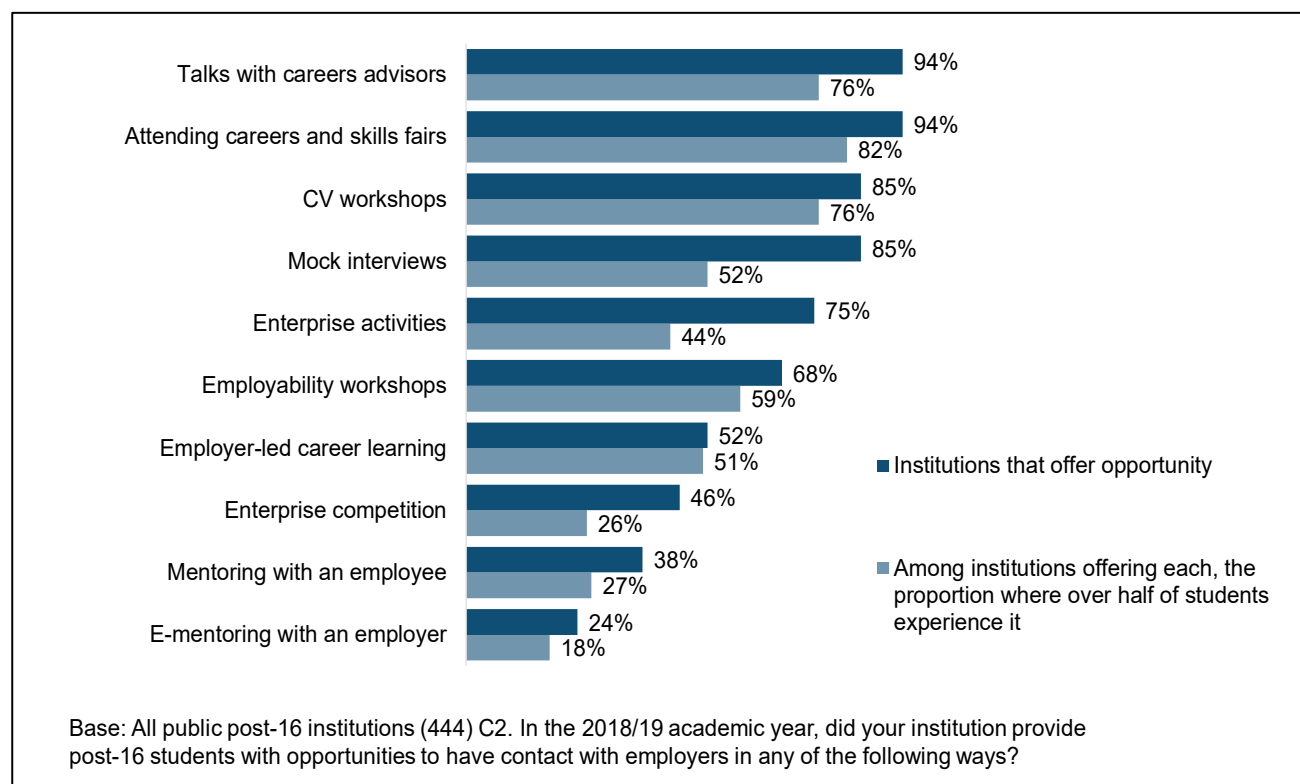
As the top (darker) bar in each pair in Figure 8.3 show, seven of the ten opportunities covered in the survey were offered by more than half of public post-16 institutions. The most commonly offered opportunities were: talks with careers advisers (94%) and attending careers and skills fairs (94%). Mentoring with an employee (38%) and e-mentoring with an employer (24%) were the least common opportunities.

Institutions that offered each opportunity were asked what proportion of their students participated in them. The lower (lighter) bars of each pair in Figure 8.3 show the proportion offering each opportunity indicating that more than half of their students had participated in each. As shown, among those offering talks with careers advisors, attending careers and skills fairs, and CV workshops, at least three-quarters indicated that more than half their students participated in each.

Findings show that, typically, opportunities offered by the highest proportion of institutions were also those most likely to be experienced by more than half of their students. The exceptions to this were mock interviews and enterprise activities, which, although offered by a high proportion of institutions (85% and 75% respectively), were experienced by relatively few students. Only 52% and 44% of institutions reported that more than half of their students experienced these opportunities respectively.

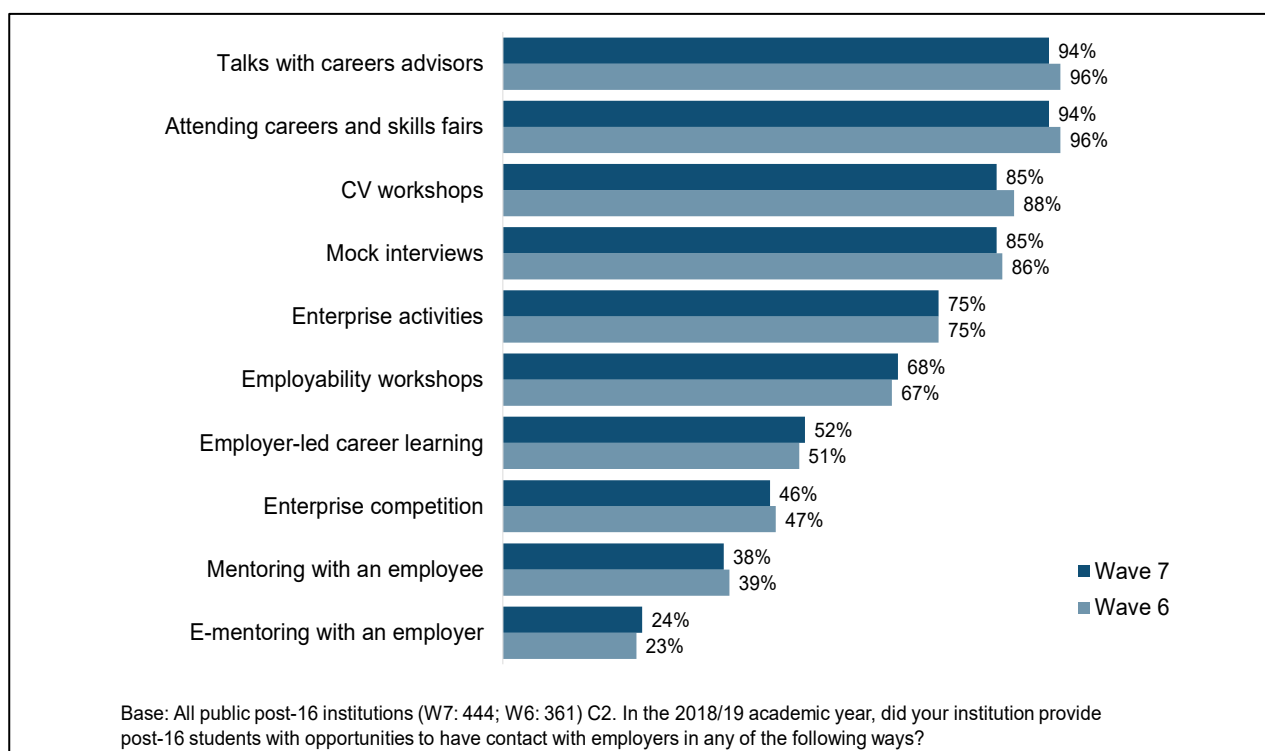
Conversely, whilst a comparatively small proportion of institutions (52%) offered employer-led career learning, a high proportion of those that did offer it said more than half their students had experienced it (51%).

Figure 8.3 Proportion of public post-16 institutions offering specific careers opportunities to students at least once during each year of their course (prompted)



The same list of career opportunities was also presented to respondents in Wave 6 of the Omnibus (see Figure 8.4). Whilst the findings for both waves are very similar, it should be noted that the question in the previous wave was framed in relation to provision for mainstream students only, so direct comparisons between the datasets should be treated with caution.

Figure 8.4 Proportion of post-16 institutions offering specific careers opportunities to students at least once during each year of their course, by wave (prompted)



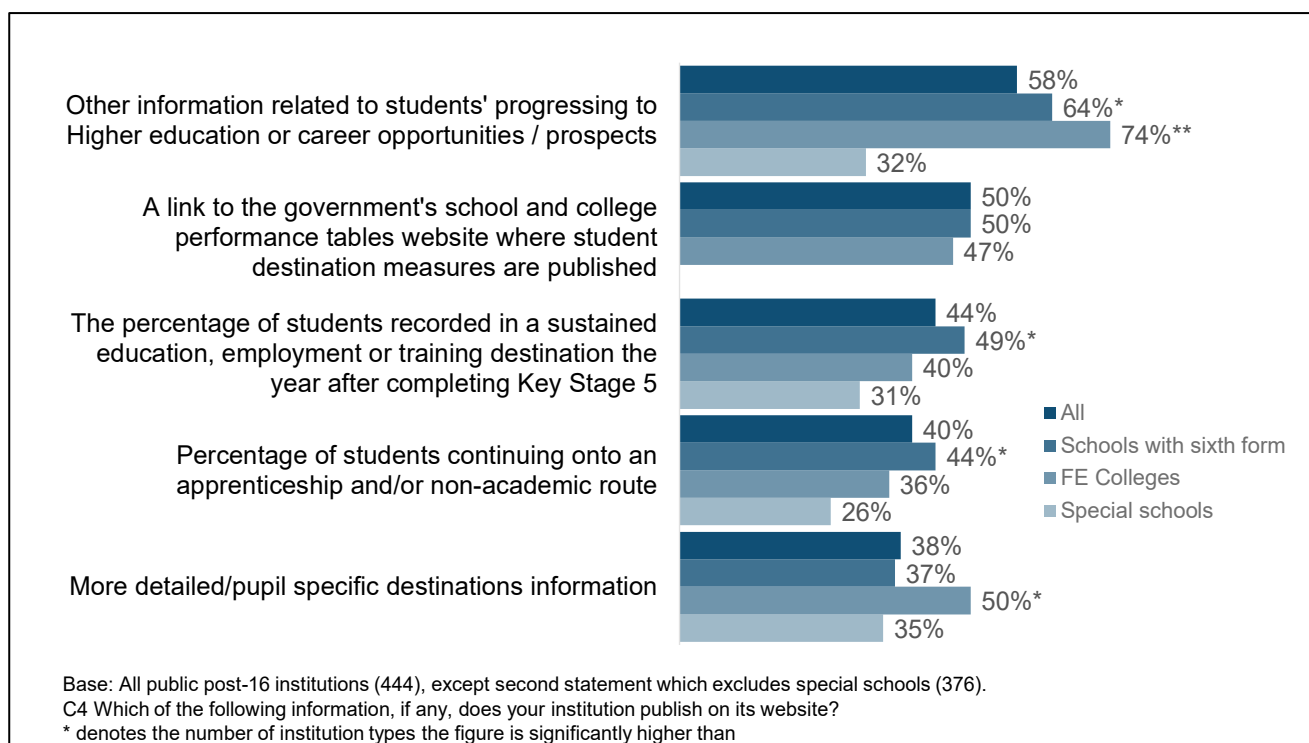
Results across both waves were also similar when comparing the proportion of post-16 institutions that reported more than half of their students had experienced each opportunity.

Destinations information on institutions websites

Public post-16 institutions were also asked about what destinations information they published on their website, ranging from pupil-specific destinations information to the percentage of students in a sustained education, employment or training destination.

As Figure 8.5 shows, information relating to students' progression to Higher Education or careers opportunities was the most common type of destinations information published on their website (58%). Under half of public post-16 institutions (39%) reported that they provide a link to the governments' performance tables where destinations information is published. It should be noted that these figures exclude special schools, as performance tables are often not relevant to this group. The remaining forms of destinations information were published by less than half of public post-16 institutions.

Figure 8.5 Destinations information public post-16 institutions publish on their website (prompted)



As shown in the chart above, there were differences in the proportion of different institution types publishing each form of destinations information.

Across all post-16 institutions, three differences stand out:

- Schools with sixth forms and particularly FE Colleges were more likely than the average to put other information related to students progressing onto Higher Education or careers opportunities on their website (74% FE, 64% schools with sixth forms, vs 58% average).
- Schools with sixth forms were more likely than the average to put the percentage of students recorded in a sustained education, employment or training destination the year after completing Key Stage 5 on the website (49% vs 44%).
- FE Colleges were more likely than average to add more detailed / pupil specific destinations information on their website (50% vs 38% average).

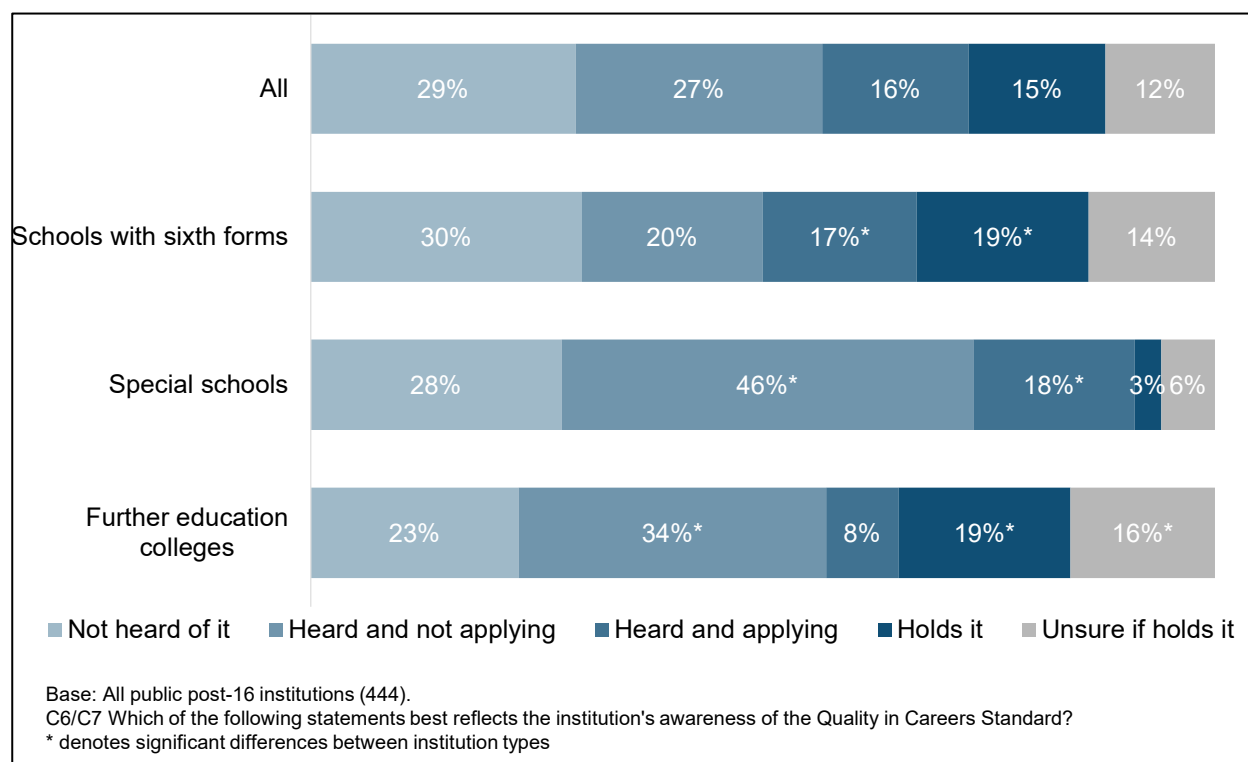
Awareness of the Quality in Careers Standard

The Quality in Careers Standard is the single national quality award for careers education, information, advice and guidance in schools, colleges and work-based learning. Public post-16 institutions were asked about their awareness of the Standard, and whether they held it or were intending to apply for it.

Seven in ten public post-16 institutions had heard of the Standard (71%). Whilst there were no significant differences in awareness by institution type, institutions in the South East were less likely to be aware of the Standard than average (57%), and those in the East of England and the West Midlands were more likely to be aware (both 85%).

Around three in ten were either applying for, or held, the Quality in Careers Standard (16% and 15% respectively). Twelve per cent of institutions were unsure if they held the Standard, which may reflect that in some institutions, the school or college leader is not responsible for applying for the Standard. As Figure 8.6 illustrates, across all public post-16 institutions, over a quarter (27%) had heard of the Standard but were not applying for it.

Figure 8.6 Awareness of, and whether they held or were applying for, the Quality in Careers Standard, by institution type



Schools with sixth forms (19%) and FE Colleges (19%) were more likely than special schools (3%) to hold the Standard, but a higher proportion of special schools (18%) were applying for it in comparison to FE Colleges (8%).

Over a third (36%) of schools with sixth forms either held, or were applying for, the Standard, compared to one-fifth (21%) of special schools and just over a quarter (27%) of FE Colleges.

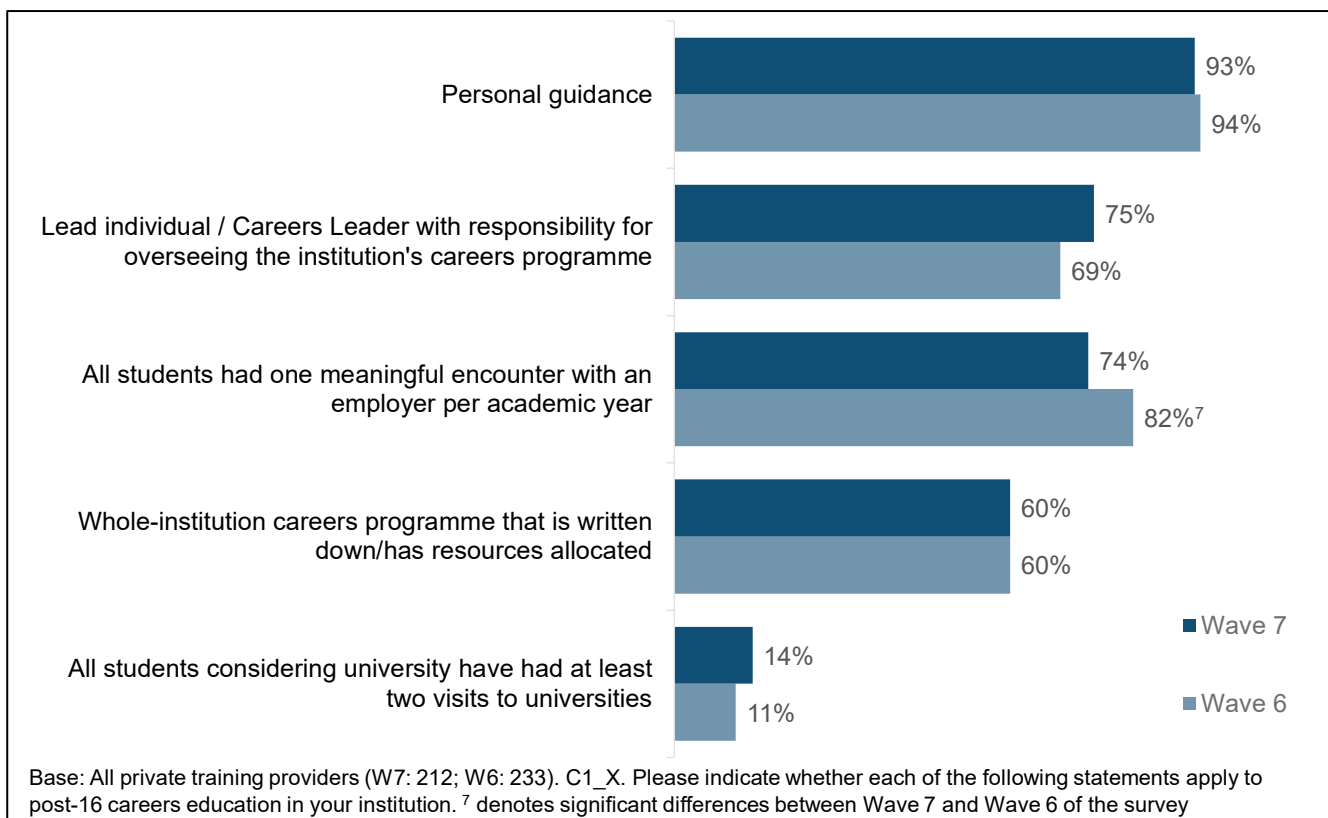
6.2. Private training providers

Delivery of key aspects of careers education

Private training providers were asked whether they offered five contracts relating to the Gatsby benchmarks. They were most likely to provide personal guidance to students (93%) and least likely provide students with visits to at least two universities to meet staff and students (14%) (see Figure 8.7). Three-quarters of private training providers had identified a lead individual / Careers Leader with responsibility for the providers' careers programme (75%) and / or provided students with direct experience of the workplace (74%). Sixty per cent had a whole-institution careers programme that was written down and had resources allocated to it.

As Figure 8.7 illustrates, a similar proportion of private training providers offered each aspect of careers education across Wave 6 and 7 of the survey, the exception being offering students one meaningful encounter with an employer each academic year, which was less commonly reported this wave (74%) than in Wave 6 (82%).

Figure 8.7 Proportion of private training providers offering the following aspects of post-16 careers education, by survey wave



Careers opportunities with employers

The vast majority (94%) of private training providers reported offering at least one opportunity for their students to have contact with employers, most commonly mock interviews (offered by 79%), followed by CV workshops (75%) and talks with careers advisers (74%). They were least likely to offer e-mentoring with an employer (33%) and enterprise competitions (17%).

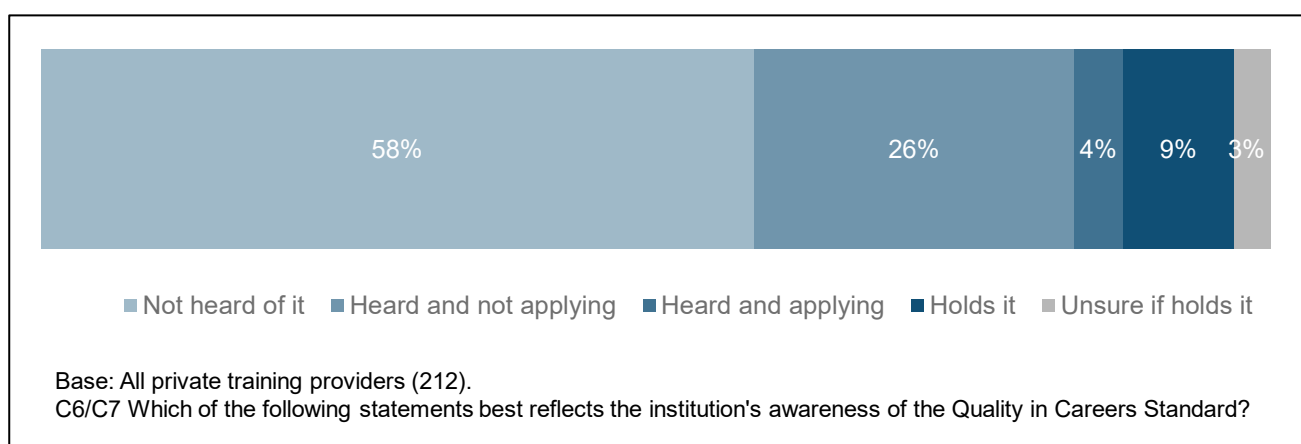
Destinations information on institutions websites

A third (34%) of private training providers did not publish any destinations information on their website. Those that did were most likely to publish information related to students progressing to Higher Education or careers opportunities (40% of all PTPs) followed by pupil-specific destinations information (28%). Thirteen per cent of private training providers published information on the percentage of students in a sustained education, employment or training destination.

Awareness of the Quality in Careers Standard

Awareness of the Quality in Careers Standard was lower amongst private training providers (42%) than public post-16 institutions (71%). As Figure 8.8 shows, roughly a quarter (26%) had heard of the Standard but were not applying for it, and 13% either held it (9%), or were applying for it (4%). Relatively few (3%) private training providers were unsure whether they held the Standard.

Figure 8.8 Awareness of, and whether they held or were applying for, the Quality in Careers Standard amongst private training providers



7. Staffing and recruitment for post-16 education

This chapter looks at the challenges post-16 institutions face in staffing and recruitment for post-16 education. It explores whether institutions have been actively recruiting for post-16 education teachers over the last 3 years and if so, the level of difficulty they faced in recruiting teachers to deliver post-16 education in academic and technical / vocational subject areas. It then investigates if post-16 institutions have experienced teaching vacancies for post-16 education in the last year, and whether these vacancies were filled, at least temporarily, by supply staff.

There are widely known challenges throughout the education sector in recruiting and retaining sufficient numbers of teachers. The recruitment of initial teacher trainees in schools has been below target every year since 2011-12, while full-time vacancies and temporary posts have both risen. Meanwhile, the number of secondary school students continues to increase. In the further education sector, no such targets for teacher recruitment exist. However, there is evidence of recruitment and retention challenges in both vocational and academic subjects. The Government has undertaken a number of initiatives in both schools and colleges and provides financial incentives (currently focused almost entirely on schools rather than post-16 providers) aimed at encouraging recruitment and improving the retention of existing teachers. Among these are measures to train an additional 17,500 maths and physics school teachers by 2020; a National Teaching Service to place teachers in schools that are underperforming and struggling to recruit new teachers; and retention payments for maths school teachers who are in their third and fifth year of teaching. For the post-16 sector, the Government is piloting the Taking Teaching Further programme which funds industry professionals to become FE teachers by covering the costs of training and mentoring. Some small-scale support for programmes designed to enhance teacher recruitment to the post-16 sector is also being made available via the Education and Training Foundation (ETF).

In January 2019, the Department for Education published a “Teacher Recruitment and Retention Strategy” (with coverage limited to schools, and not including providers in the statutory FE sector). The strategy introduced the Early Career Framework, which reforms the support provided to new teachers in the early stages of their career, providing a “funded entitlement to a structured 2-year package of high-quality development”. It also outlines plans to make teachers’ workloads more manageable and to support flexible working. The Government has highlighted the need to reduce workload as a way to improve teacher retention. Alongside this, the government is committed to working with the FE sector to support effective teacher recruitment and retention and, in September 2019, announced an additional £20m of funding in 2020-21 for measures to support this.

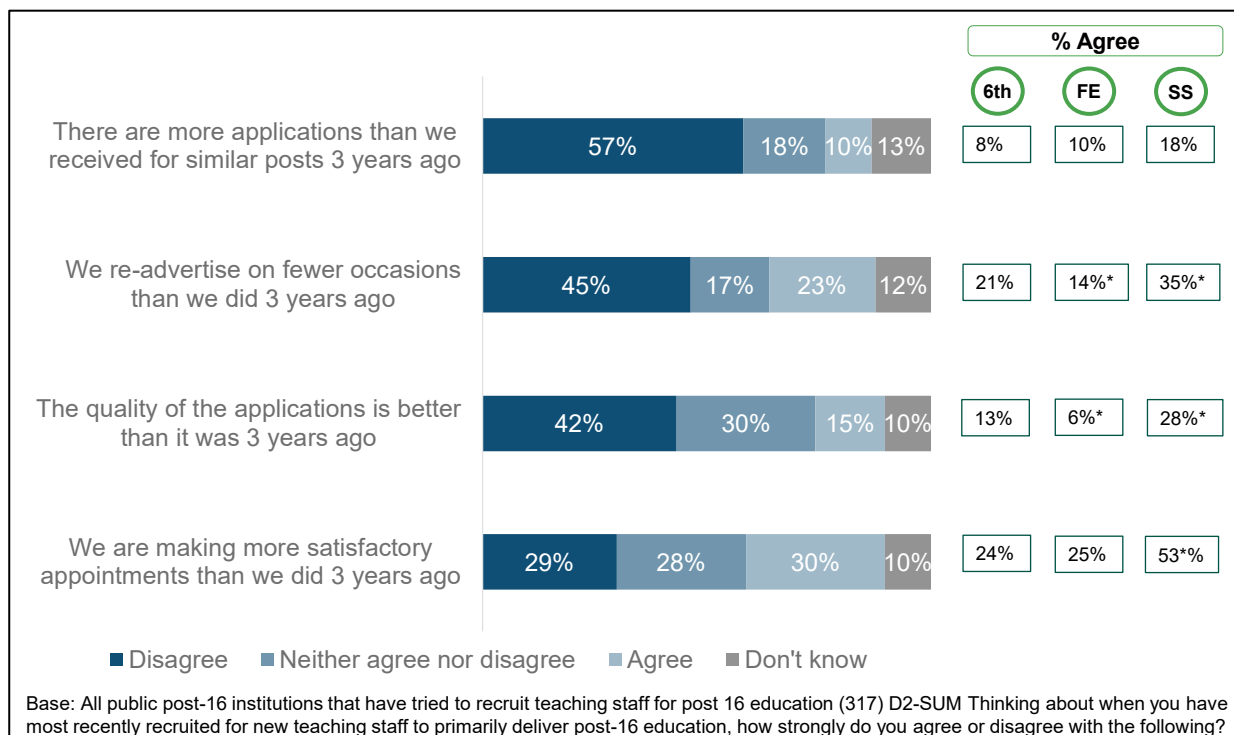
7.1. Public post-16 institutions

Public post-16 institutions who reported that they had actively recruited teaching staff primarily for post-16 education in the last three years were asked for their level of agreement regarding four statements related to recruitment, as shown in Figure 9.1. For each statement, respondents were asked to select their level of agreement from '1-strongly disagree' to '5-strongly agree.' In Figure 9.1, '4 and 5' responses have been grouped as 'agree,' '3' responses are labelled as 'neither agree nor disagree' and '1-2' responses have been grouped as 'disagree'.

Overall, public post-16 institutions did not feel that recruitment of post-16 education teachers had become easier over the last three years. All statements received more disagree responses in comparison with agree, with the exception of 'we are making more satisfactory appointments than we did three years ago' (30% agree, vs 29% disagree).

For example, only 10% of public post-16 institutions agreed that they were receiving more applications for similar posts than they were three years ago (57% disagreed that this was the case). It should be noted that disagreement with this statement may mean that an institution has less need to apply for staff than they did three years ago, or it may mean that whilst need is the same, the number of applications has not risen. Similarly, only around a quarter (23%) agreed that they have to re-advertise on fewer occasions than they did three years ago (compared with 45% disagreeing), and just 15% agreed that the quality of applications has improved during this time (compared to 42% disagreeing).

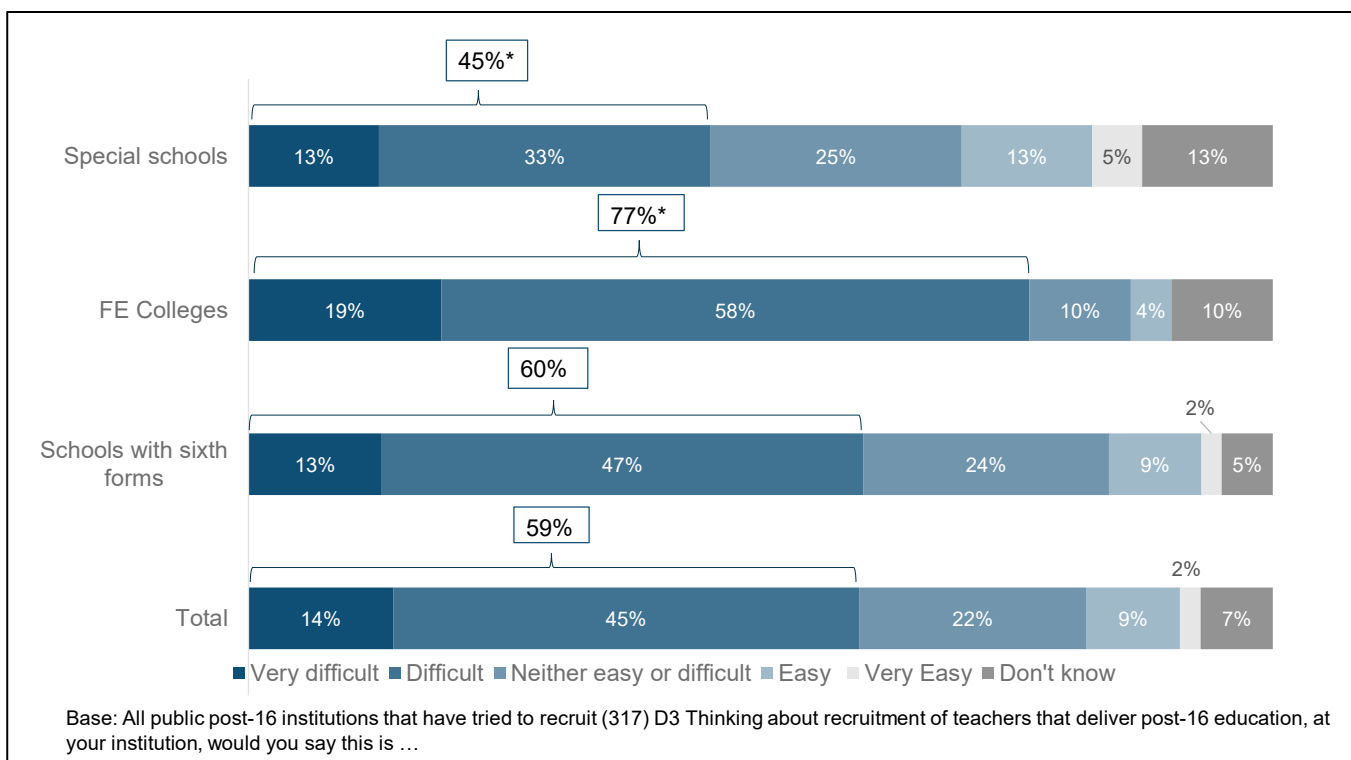
Figure 9.1 Agreement of statements related recruitment amongst public post-16 institutions



Special schools were more likely to agree with all the statements presented, with over half (53%) agreeing that they are making more satisfactory appointments than three years ago (compared with 30% of all public post-16 institutions), 35% agreed they re-advertised on fewer occasions (compared with 23% overall) and 28% agreed the quality of applications has improved compared with three years ago (compared with 15% overall).

Almost six in ten (59%) public post-16 institutions who had tried to recruit teaching staff in the last three years primarily for post-16 education reported that they had found recruitment difficult (Figure 9.2). FE Colleges (77%) were more likely than both schools with sixth forms (60%) and special schools (45%) to have found recruitment difficult. These findings are similar to the College Staff Survey 2018, where 73% of college principals reported finding recruitment over the last three years to be ‘difficult’.³⁰

Figure 9.2 Perceived difficulty of recruitment amongst public post-16 institutions who have tried to recruit staff for teaching of post-16 education in the last three years



Public post-16 institutions in Yorkshire and Humberside were more likely than other regions to have found recruitment of teachers that deliver post-16 education ‘easy’ (33%). There were no significant differences found between public post-16 institutions located in the least deprived areas and most deprived areas.

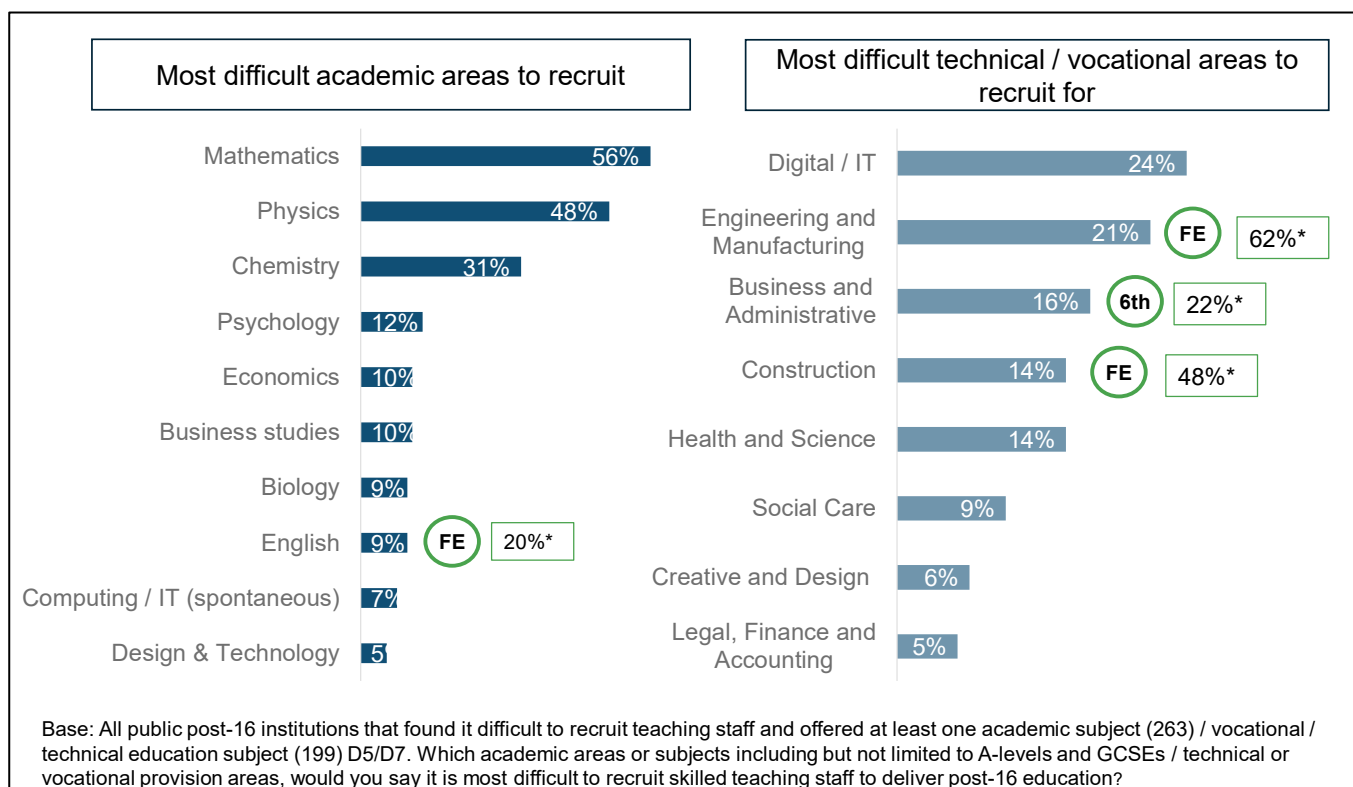
³⁰ DfE (2018) College Staff survey
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/757829/College_Staff_Survey_2018_main_report.pdf

Public post-16 institutions that found recruitment difficult, and offered at least one Level 3 qualification, were asked to select the top three academic, and top three technical or vocational subject areas they found most difficult to recruit post-16 education teachers for. Results are shown in Figure 9.3.

There were some differences between the findings of Wave 7 of the Omnibus and the College Staff Survey (CSS, 2018).³¹ Whilst College principals reported similar academic subject areas in the CSS as most difficult to recruit for, in the CSS College principals were more likely to find Mathematics (74% CSS vs 58% Wave 7 Omnibus) and English (42% CSS vs 20% Wave 7 Omnibus) difficult to recruit for, than public post-16 institution leaders in the Omnibus.

Over half of public post-16 institutions who found it difficult to recruit and offered at least one academic subject (at Level 3), reported that Mathematics was one of the three most difficult subject areas to recruit for (56%), followed by Physics (48%) and Chemistry (31%).

Figure 9.3 Most difficult academic and technical education / vocational subject areas for public post-16 institutions to recruit for



³¹ DfE (2018) College Staff survey
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/757829/College_Staff_Survey_2018_main_report.pdf

Most difficult to recruit: academic subjects

Schools with sixth forms were particularly likely to report difficulties in recruiting in these three academic subjects: Mathematics, Physics and Chemistry (64%, 61% and 38% respectively), whilst Psychology (18%), Economics (14%) and Business Studies (13%) were also considered more difficult to recruit post-16 education teachers for than average. FE Colleges were more likely than average to report English as one of their top three academic areas that is most difficult to recruit for (20% vs 9% overall).

Public post-16 institutions in the North West were least likely to report that Mathematics was one of the most difficult subjects to recruit teachers for (41% vs 56% across all regions), whilst institutions in London were more likely to report that Economics was one of the most difficult subjects to recruit teachers for (18% vs 10% overall).

Most difficult to recruit: technical education or vocational subjects

When looking at technical education or vocational subject areas that public post-16 institutions found most difficult to recruit for, responses were more evenly spread amongst subject areas. Around a quarter of public post-16 institutions reported that Digital was one of their three most difficult subject areas to recruit for (24%), followed by Engineering and Manufacturing (21%), Business and Administration (16%), Construction (14%) and Health and Science (14%).

FE Colleges' responses however, had a very different pattern, with the findings clearly showing that Engineering and Manufacturing, and Construction were the key subject areas where most struggled to recruit post-16 education teachers (62% and 48% respectively). These were also the two technical education or vocational subject areas that FE Colleges most commonly found difficult to recruit for in the 2018 College Staff Survey.³²

Vacancies

All public post-16 institutions were asked firstly if they currently had any vacancies for post-16 education teachers (including vacancies currently filled by supply staff), and if they had any vacancies in the last academic year for teachers of post-16 education that have been filled by supply staff.

As shown on the left-hand side of Figure 9.4, around a quarter (26%) reported that they currently had vacancies for post-16 education teachers, though this was much higher

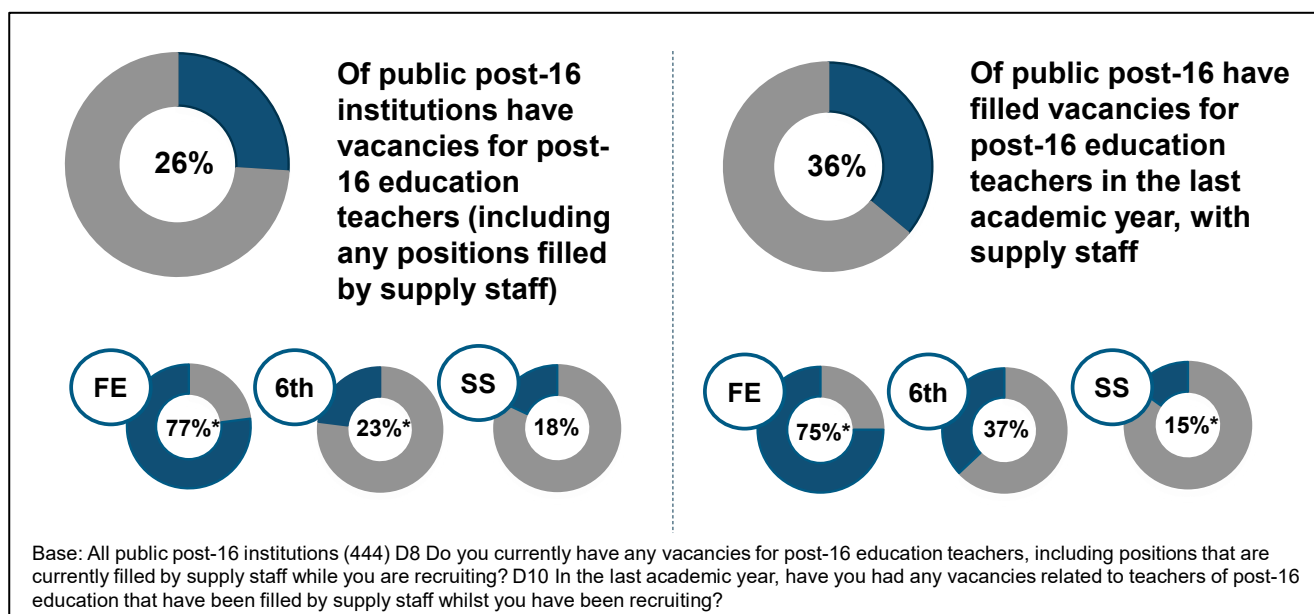
³² DfE (2018) College Staff survey

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/757829/College_Staff_Survey_2018_main_report.pdf

among FE Colleges (77%) than with schools with sixth forms (23%) and special schools (18%).

Public post-16 institutions in the South West were less likely than other regions currently have vacancies for post-16 education teaching roles (10%, compared with 26% overall).

Figure 9.4 Current vacancies, and vacancies filled by supply staff over the last year



As shown on the right-hand side of Figure 9.4, just over a third (36%) of public post-16 institutions reported having filled vacancies for post-16 education teachers with supply staff in the last academic year, rising to 75% among FE Colleges (compared with 37% among schools with sixth forms and 15% among special schools).

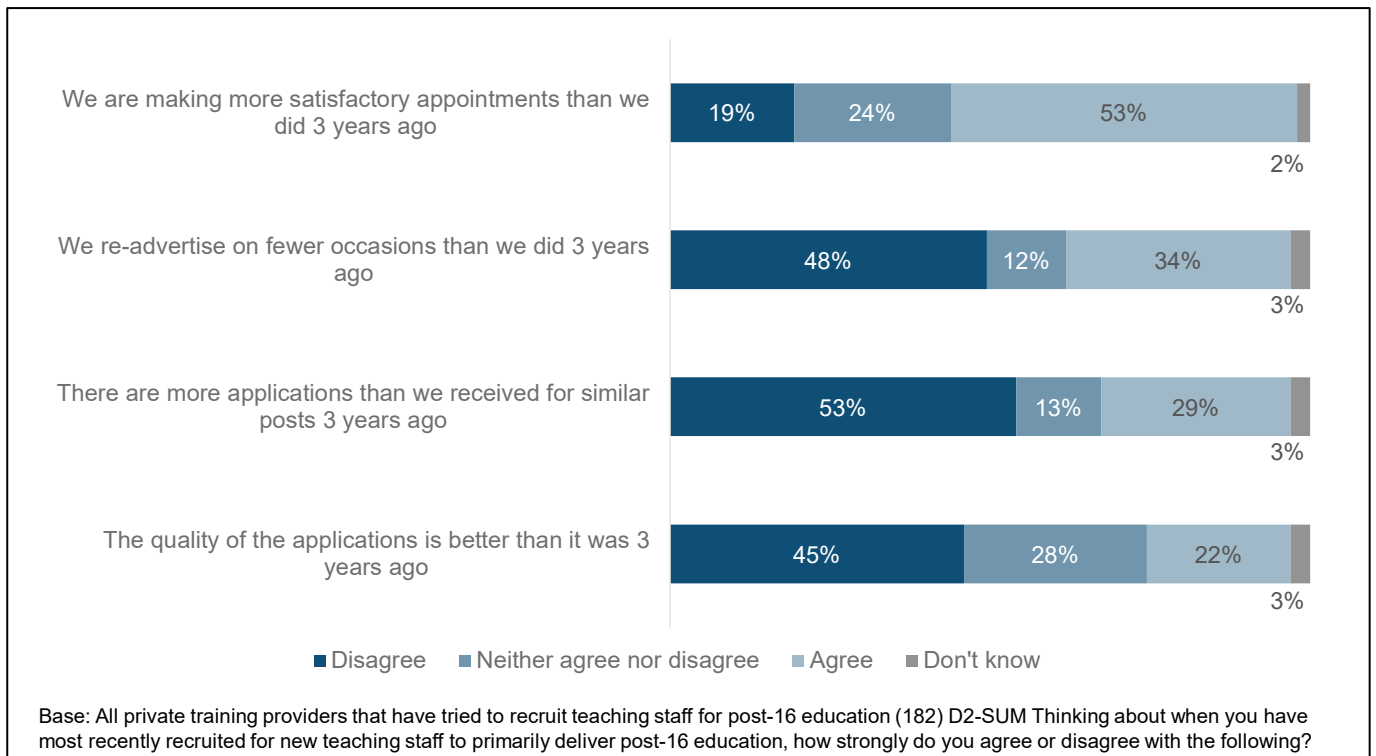
Public post-16 institutions based in London were more likely (59%) and those based in Yorkshire & Humberside less likely (19%) to have vacancies for post-16 education teachers filled by supply staff in the last academic year.

7.2. Private training providers

Private training providers were asked the extent to which they agreed with four statements related to their recruitment of teachers over the last three years. For three of the of the four statements, private training providers were more likely to disagree than agree. Around half disagreed that they were re-advertising on fewer occasions (48% disagree, 34% agree), receiving more applications than (53% disagree, 29% agree), the quality of applications was better (45% disagree, 22% agree) than they were 3 years ago.

The exception to this general trend was agreement that they were making more satisfactory appointments than three years ago (53% agree, 19% disagree).

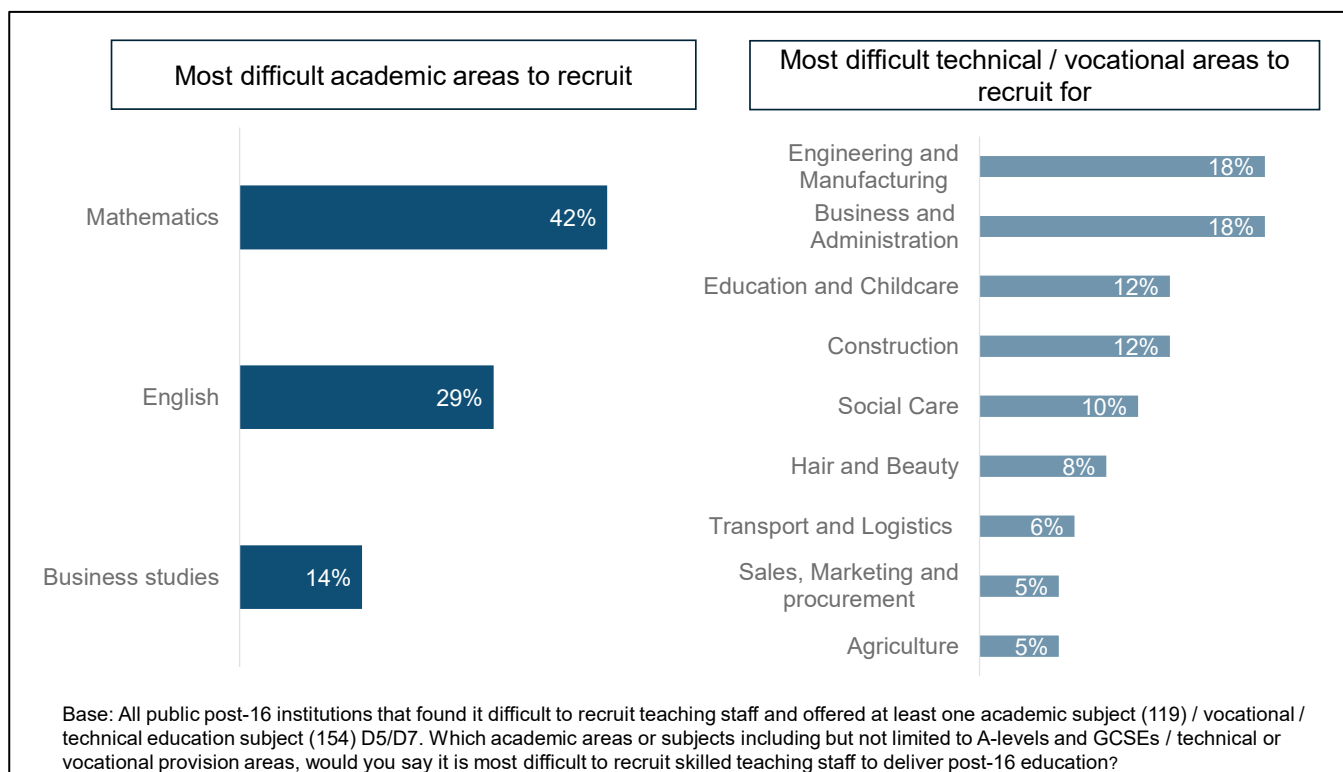
Figure 9.5 Agreement of statements related recruitment amongst private training providers



Overall seven in ten (71%) found recruitment of teachers for post-16 education difficult, higher than found among public post-16 institutions (59%). Less than one in ten (9%) private training providers stated that they found recruitment for these roles to be easy.

Private training providers who offered at least one academic or technical education / vocational subject area at Level 3 and who found it difficult to recruit post-16 education teachers were asked to select the top three academic and technical / vocational subject areas they found most difficult to recruit post-16 education teachers for, where multiple subjects were offered to students. The findings in Figure 9.6 show the proportion of these institutions that selected a subject area as one of their three most difficult areas to recruit for.

Figure 9.6 Most difficult academic and technical education / vocational subject areas for private training providers to recruit for



Most difficult to recruit: academic subjects

There were four academic subject areas that private training providers found it most difficult to recruit for, with all other subject areas mentioned by less than 5%. These were Mathematics (42%), English (29%), Business studies (14%) and Engineering (including electronics, 8%). It should be noted that ‘Engineering’ was not a prompted academic subject area and was mentioned spontaneously by respondents.

Most difficult to recruit: technical education or vocational subjects

When looking at technical education or vocational subject areas that private training providers found most difficult to recruit for, aligning with findings from public post-16 institutions, responses were relatively evenly spread amongst a number of subject areas. Around one-fifth of private training providers reported that Engineering and Manufacturing, and Business and Administration were one of their three most difficult subject areas to recruit for (18%), followed by Education and Childcare (12%), Construction (12%) and Social Care (10%).

Vacancies

All private training providers were asked if they currently had any vacancies for post-16 education teachers (including vacancies currently filled by supply staff), and if they have

had any vacancies in the last academic year for teachers of post-16 education that have been filled by supply staff whilst recruiting.

Private training providers were more likely than public post-16 institutions (41% vs 26%) to report having vacancies for post-16 education teachers. They were, however, less likely than public post-16 institutions to report vacancies filled by supply staff over the last academic year (21% vs 36%).

8. Mental Health

Thirteen per cent of children and young people aged 5-19 in England have a diagnosable mental health problem.³³

Children and young people's mental health is a priority for this Government, and the DfE has committed to supporting schools and colleges 'to promote good mental wellbeing in children, to provide a supportive environment for those experiencing problems, and to secure access to more specialist help for those who need it.' The Government's response to 'Transforming Children and Young People's Mental Health: a Green Paper' sets out the development of training to incentivise every school and college to identify a Senior Mental Health Lead to oversee the approach to mental health and wellbeing, introduce Mental Health Support Teams (MHSTs), and pilot four-week waiting times.³⁴

It is important that schools and colleges are clear about processes to identify the mental health needs of young people and form partnerships with specialist service providers to give children and young people access to appropriate specialist support. This wave asked questions on whether practitioners understood their responsibilities, have the necessary knowledge to be able to initiate support, and know how and when to refer learners.

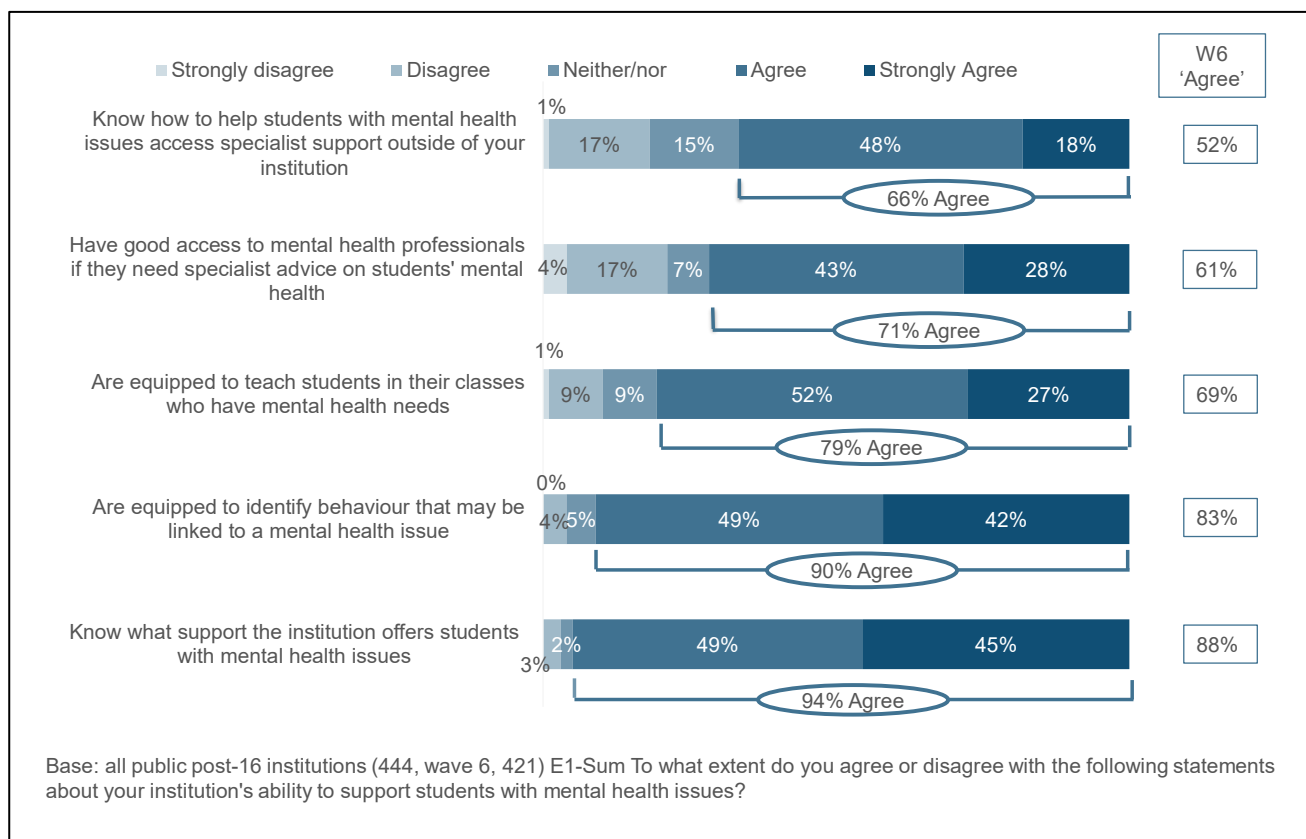
8.1. Public post-16 institutions

Public post-16 institutions were asked the extent to which they agreed or disagreed with statements about their institution's ability to support students with mental health issues (Figure 10.1). There is a trend of improvement in Wave 7 compared to Wave 6, with higher levels of agreement across all statements.

³³ NHS, 2018. Mental health of Children and Young People in Great Britain.

³⁴ Department of Health and Social Care and Department for Education, 2017. Transforming children and young people's mental health provision: a green paper.

Figure 10.1 Ability of post-16 institutions to support students with mental health difficulties in the following ways



The majority of public post-16 institutions agreed with each of the statements presented to them about supporting students with mental health difficulties. Agreement was highest for most of their staff knowing what support the institution offers students with mental health issues (94%), followed by their staff being equipped to identify behaviour that may be linked to a mental health issue (90%). Seventy-nine per cent felt that most of their staff are equipped to teach students in their class with mental health needs, whilst seven in ten (71%) felt that most staff have good access to mental health professionals if they need specialist advice. Two-thirds agreed that most of their staff know how to help students with mental health issues access specialist support (66%).

Special schools were more likely than average to agree that most of their staff know how to help students with mental health issues (84%; compared with 63% among schools with sixth forms and 56% among FE Colleges) and that most staff were equipped to teach students in their classes who have mental health needs (94%; compared with 76% among schools with sixth forms and 68% among FE Colleges). This is likely to reflect the frequency with which teachers at special schools encounter students with mental health conditions and the level of training staff at special schools undertake in this area.

Special schools were also more likely to agree with the statement that most staff are equipped to identify behaviour that may be linked to a mental health issue (96%) in comparison with FE Colleges (83%).

Public post-16 institutions in the South West of England (52%) were less likely than other public post-16 institutions to agree that most of their staff know how to help students with mental health issues to access specialist support, whilst those in the South East of England were less likely than average to agree that most staff have good access to mental health professionals if they need specialist advice (60% vs 71% among all public post-16 institutions).

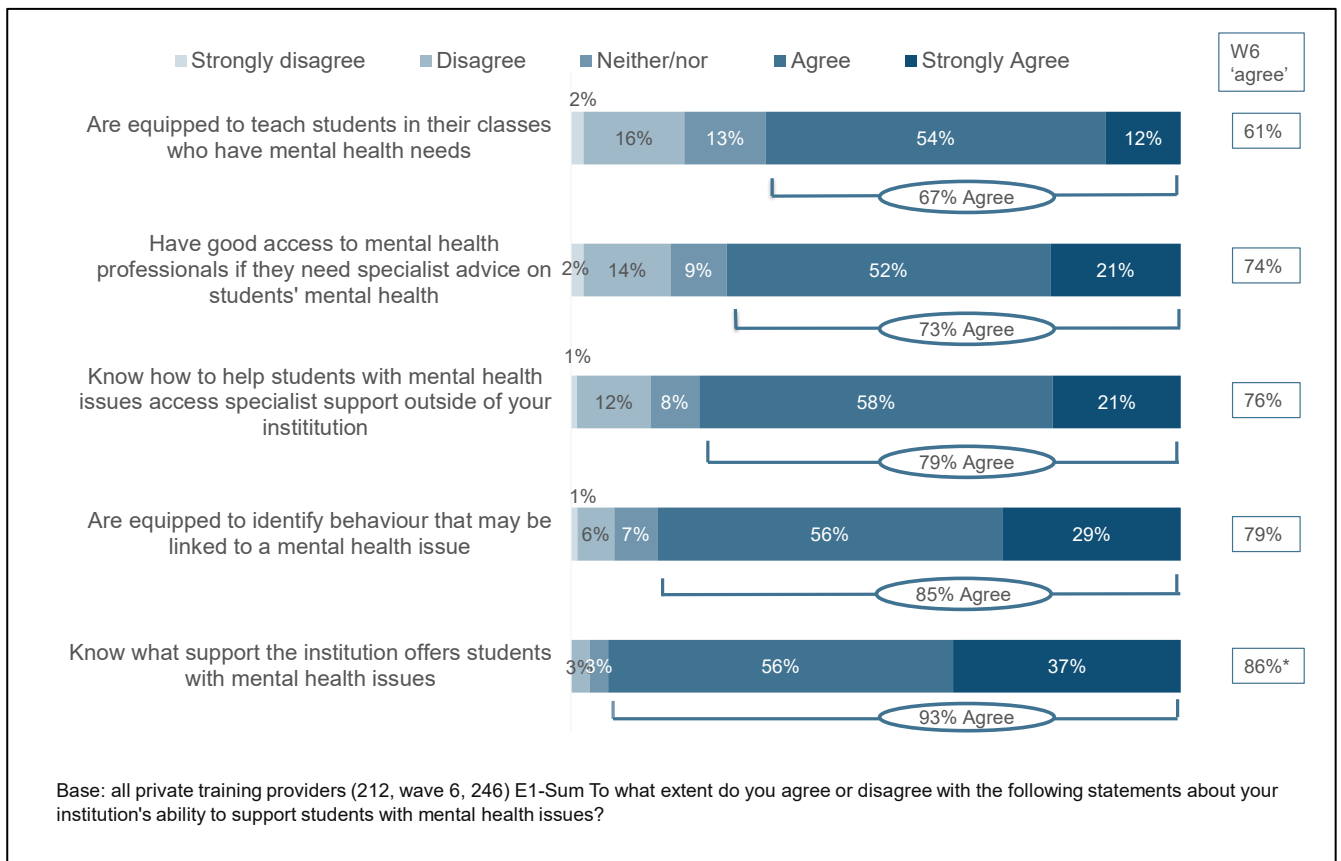
8.2. Private training providers

Private training providers were also presented with the same statements about support for students with mental health issues. While the majority of private training providers either agreed or strongly agreed with each statement, there was not the same consistent increase in agreement compared with Wave 6 as was found among public post-16 institutions.

Over nine in ten private training providers agreed that most staff know what support the institution offers to students with mental health issues (93%), an increase from Wave 6 (86%). Eighty-five per cent considered that most staff at their institution are equipped to identify behaviour that may be linked to a mental health issue (not a significant change compared with the 79% in Wave 6).

Seventy-nine per cent of private training providers agreed that most staff know how to help students with mental health issues access specialist support. Three quarters felt that most staff have good access to mental health professionals if they need specialist advice (73% vs 16% disagree), whilst two-thirds of private training providers agreed that most of their staff were equipped to teach students in their classes who have mental health needs (67% vs 18% disagree).

Figure 10.2 Ability of private training providers to support students with mental health difficulties in the following ways



There were no significant differences among the subgroups of private training providers.

9. Developing Learners' Character

This chapter examines the extra-curricular activities that post-16 institutions offer currently, and their perception of what activities are most important in developing learners' character.

The Department for Education has in recent years focused on young people's mental health and character development, viewing emotional wellbeing and the development of life skills as an important pursuit "alongside securing academic excellence".³⁵ The department recently published non-statutory framework guidance for schools on character education.³⁶ The aim is for all young people to feel well-equipped for adult life.

9.1. Public post-16 institutions

All public post-16 institutions were asked a prompted question about what extracurricular activities they offered to their students (they were read a list of 32 potential extracurricular activities) and invited to provide any other extra-curricular activities offered. This was followed by a question asking which of the extracurricular activities they selected were the three best at developing their students' character. Character was defined as 'attributes like belief you can achieve, tenacity, working hard for long term goals, ability to bounce back from knocks.'

The five most common extracurricular activities offered to students by public post-16 institutions were: opportunity to have a position of responsibility (99%), mentoring younger students (94%), charity group e.g. fundraising or volunteering (94%), work experience (93%), and team sports (83%).

The extracurricular activities that were most commonly picked as being the most effective at developing character were: Duke of Edinburgh (48%), opportunity to have a position of responsibility (40%), mentoring younger students (33%), team sports (31%), and work experience (27%). On average 16 extracurricular activities were offered by public post-16 institutions.

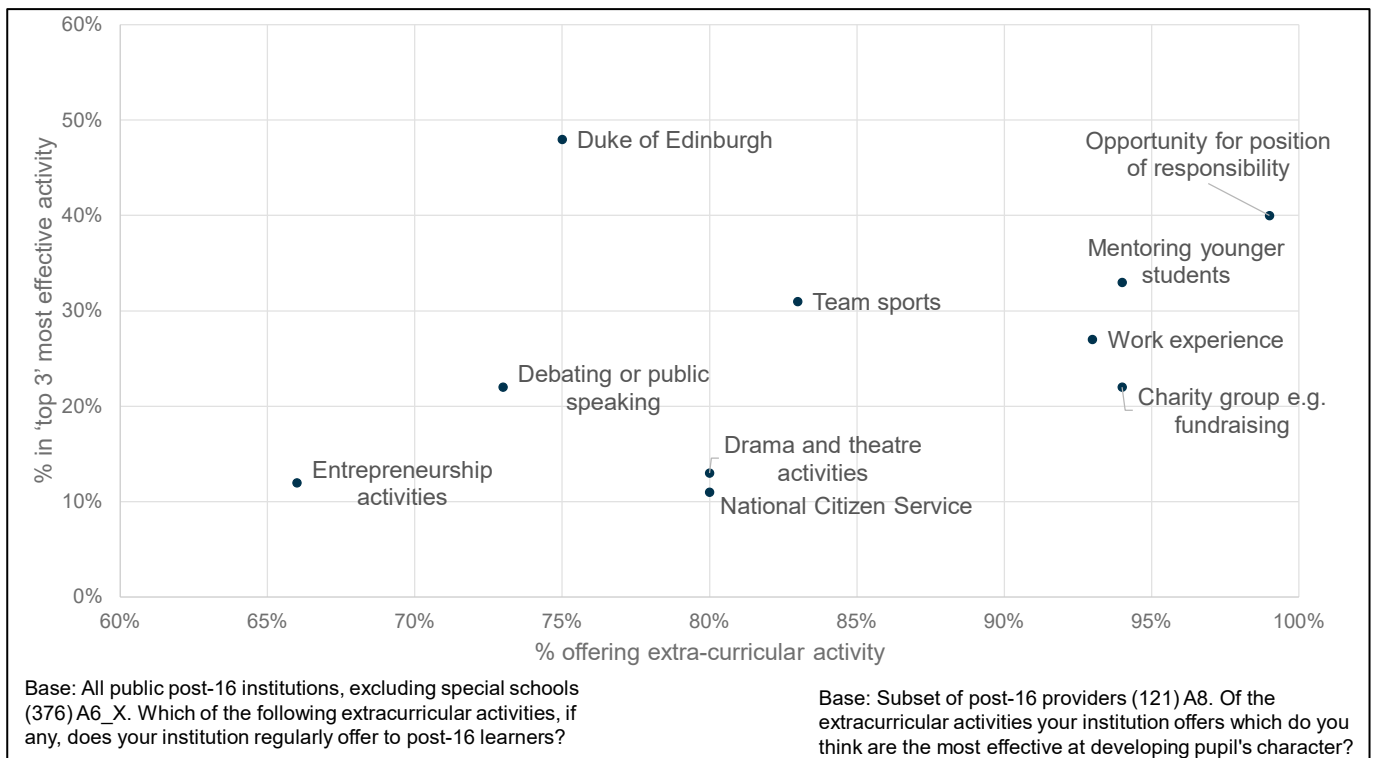
The y-axis on Figure 11.1 shows the proportion of public post-16 institutions that selected a given extra-curricular activity as one of their three most effective that they offer. The x-axis shows the proportion of public post-16 institutions that offer a given extra-curricular activity.

³⁵ Department for Education (2017) *Developing Character Skills in Schools*, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/634712/Developing_Character_skills-Case_study_report.pdf p. 9

³⁶ Department for Education (2019). Character Education Framework Guidance <https://www.gov.uk/government/publications/character-education-framework>

Figure 11.1 shows that of the five kinds of extra-curricular activities that are perceived to be the most highly effective, not all of them are among the most frequently offered activities amongst public post-16 institutions, e.g. Duke of Edinburgh and team sports.³⁷ It is worth noting that the most commonly offered activity, 'opportunity for position of responsibility', is likely to include other activities. For example, 'mentoring younger students' may also be considered to fall into that group. Therefore, it is possible that the proportion of responses for this extra-curricular activity is partially inflated.

Figure 11.1 What extracurricular activities are offered by public post-16 providers, plotted against how often they were mentioned in the top 3 most effective category



³⁷ Please note that the base of question A8 is 121 rather than the same as A6 (376), as this question was not asked of all respondents, due its addition to the length of the survey.

10. Prevent Duty

This chapter looks at the confidence levels of post-16 institutions in implementing the Prevent Duty and embedding fundamental British values.

The Counter Terrorism and Security Act 2015 contains a duty on specified authorities to have “due regard to the need to prevent people from being drawn into terrorism”.³⁸ This is known as the Prevent duty. It is part of the overall government counter-terrorism strategy, and it concerns staff and governing bodies in all schools, colleges, and “alternative provision academies and 16-19 academies”.³⁹ Government guidance from 2015 provides advice on how to protect young people from the risk of radicalisation and how to access support in doing this.⁴⁰

10.1. Public post-16 institutions

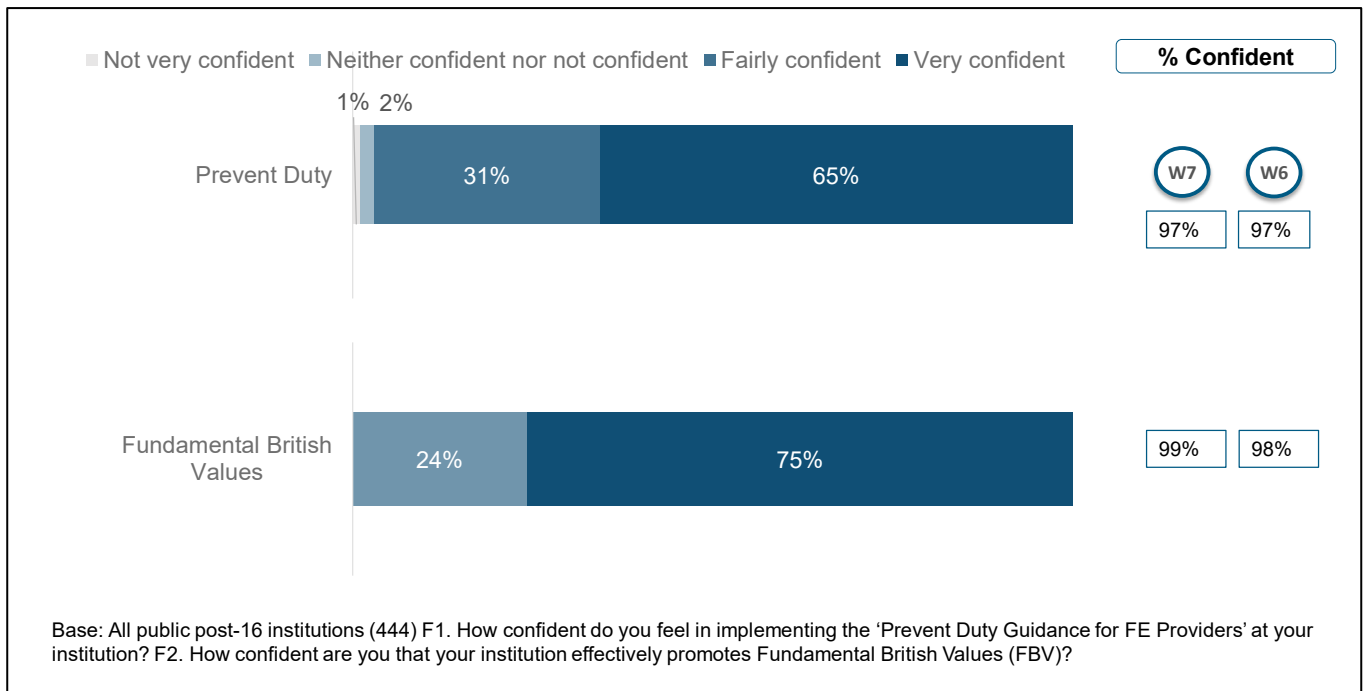
Confidence levels around implementing the Prevent Duty remain consistently high. Almost all public post-16 institutions felt that they were either confident or very confident in implementing the Prevent Duty Guidance (97%), unchanged from Wave 6 (97%). Almost two-thirds (65%) were very confident, again aligning with last year’s findings (68% were very confident in Wave 6). There were no significant differences between the different types of public post-16 institutions in the confidence felt in implementing the Prevent Duty Guidance.

³⁸ HM Government (2015) *Revised Prevent Duty Guidance: For England and Wales*, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf p. 2

³⁹ Department for Education (2015) *The Prevent Duty* <https://www.gov.uk/government/publications/prevent-duty-guidance>

⁴⁰ Department for Education (2015) *The Prevent Duty: Departmental Advice for Schools and Childcare Providers*; HM Government (2015) *Revised Prevent Duty Guidance: For England and Wales*

Figure 12.1 Confidence in implementing Prevent Duty guidance and Fundamental British Values



Public post-16 institutions in Yorkshire and the Humber were less likely than average to feel confident in implementing the Prevent Duty Guidance (90% vs 97% among all public post-16 institutions).

Respondents were also asked how they would describe their knowledge of the Education and Training Foundation Prevent responsibilities website (Figure 12.2). Overall, knowledge and use amongst public post-16 institutions was variable. Three in ten public post-16 institutions used the Education and Training Foundation Prevent responsibilities website (29%), just over a third (36%) had heard of it but not used it, and just over a third (36%) had not heard of it. This means that 45% of public post-16 institutions that had heard of the website had used it.

Use of the Education and Training Foundation Prevent responsibilities website was higher among FE colleges (52%) than schools with sixth forms (26%) and special schools (31%)

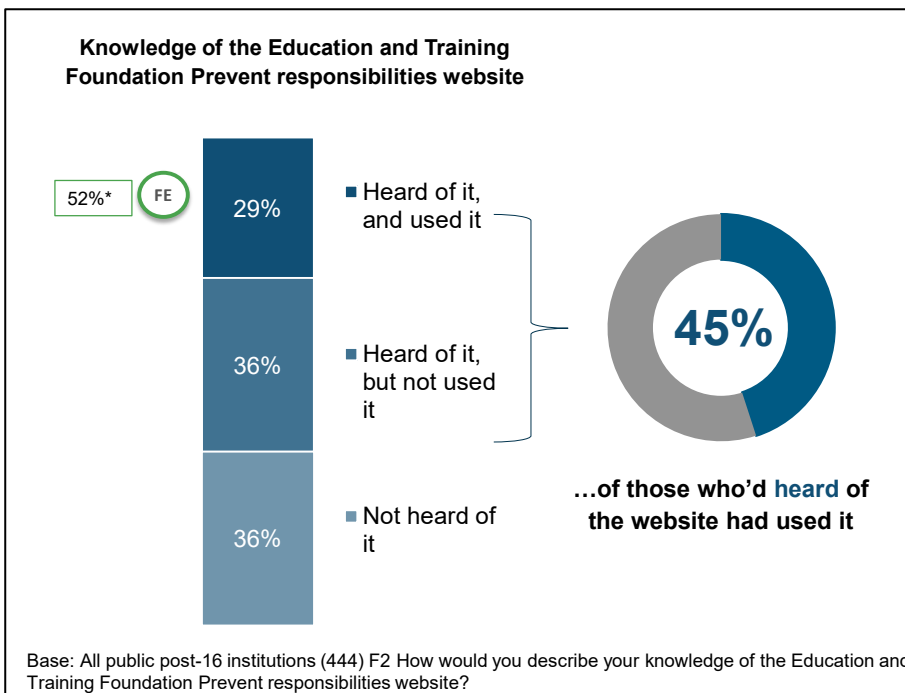


Figure 12.2 Knowledge of the Education and Training Foundation Prevent responsibilities website

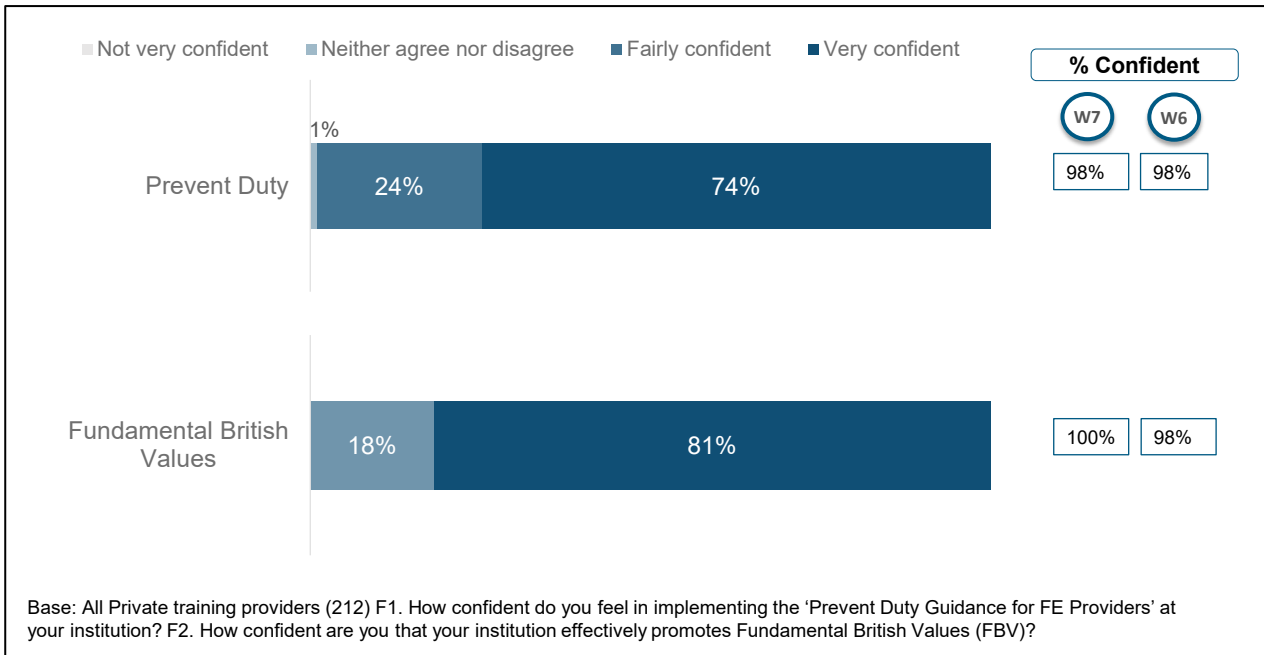
Almost three-quarters (73%) of public post-16 institutions who had used the website were very confident in implementing the Prevent Duty Guidance compared with 59% who had not used it. Whilst there may be many other factors explaining confidence in implementing the Prevent Duty Guidance, this does suggest that use of the website may improve confidence.

Public post-16 institutions were also asked whether they were confident that their institution effectively promoted Fundamental British Values (Figure 13.1). As with confidence around implementing the Prevent Duty, confidence in promoting Fundamental British Values remains very high. Almost all public post-16 institutions felt confident that they did this (98% confident, of whom 75% very confident). This is consistent with Wave 6, when 99% were confident that their institution promoted Fundamental British Values. There were no significant subgroup differences.

10.2. Private training providers

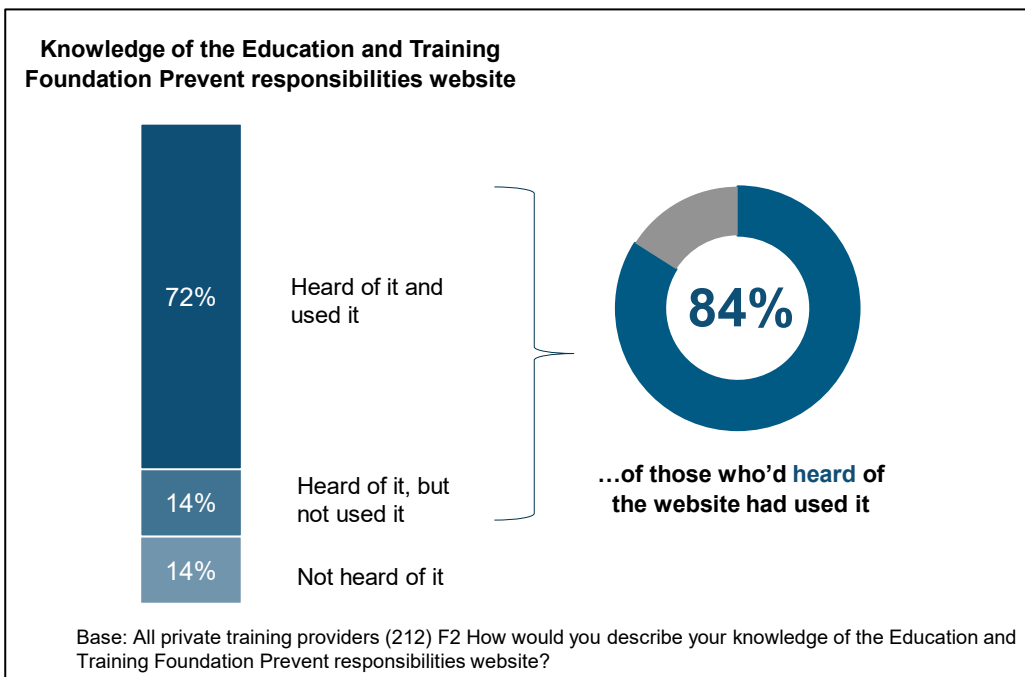
Private training providers displayed similar levels of confidence as public post-16 institutions with regards to implementing the Prevent Duty Guidance, with 98% either confident or very confident (74% very confident). All private training providers were confident that their institution effectively promotes Fundamental British Values (100%, similar to the 98% found in Wave 6).

Figure 12.3 Confidence in implementing Prevent Duty guidance and Fundamental British Values



Private training providers were far more likely than public post-16 institutions to have used the Education and Training Foundation Prevent responsibilities website (72% vs 29% among public post-16 institutions). Overall 84% of PTPs that had heard of the website had used it. Around one-sixth of (14%) of private training providers had heard of it but not used it, and a further 14% had not heard of it.

Figure 12.4 Knowledge of the Education and Training Foundation Prevent responsibilities website



11. English for Speakers of Other Languages (ESOL)

This chapter looks at ESOL provision, with a focus on the ways in which ESOL courses could be improved and the support institutions provide to ESOL teachers.

The Government has acknowledged the role of integration in cohesive, and tolerant, communities. The Casey Review (2016) outlined the social and economic costs of poor national integration (estimated by one study as up to £6 billion a year).⁴¹

The Government recognises that English language skills are crucial to help people integrate into life in England, as well as to break down barriers to work and career progression. Analysis of 2011 census data showed that the employment rate of those with low English language proficiency is 17% lower than those with high English language proficiency.⁴² This is one of the reasons why in February 2019, the government committed to develop a new strategy for ESOL, which will provide a shared vision and common aims for all publicly funded ESOL.

For this reason a focus of Wave 7 of the Post-16 Omnibus was to ascertain post-16 institutions role in promoting English language skills for speakers of other languages.

11.1. Public Post-16 institutions

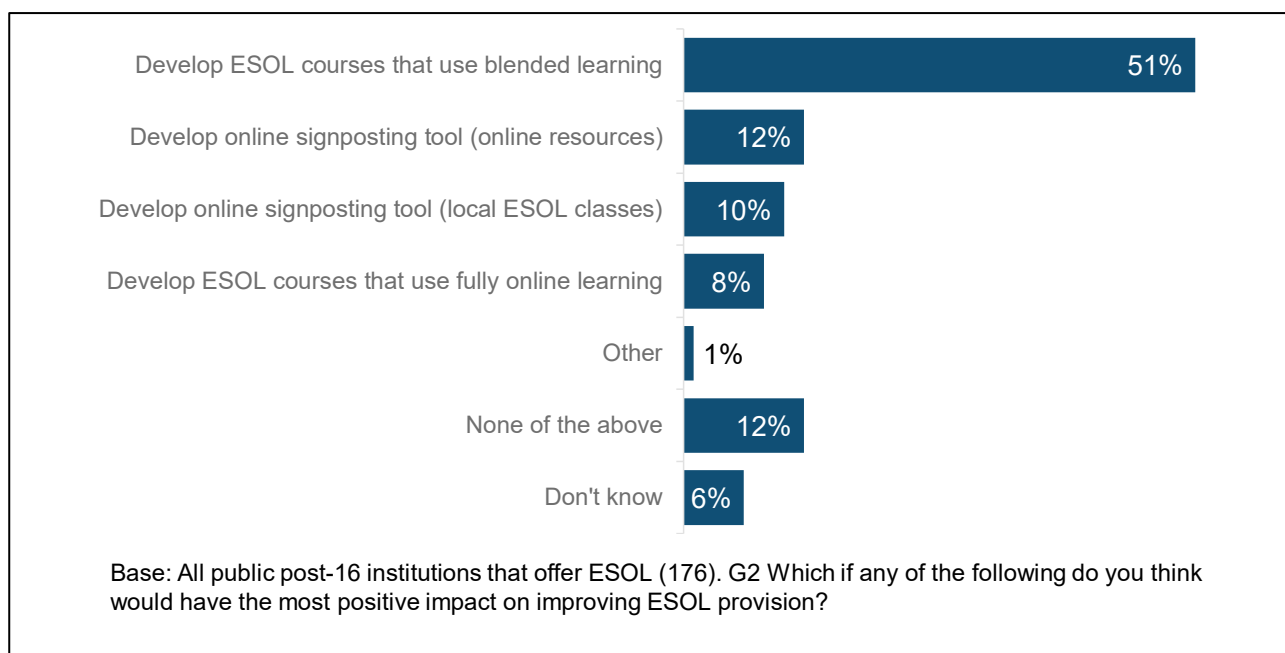
Ways of improving ESOL provision

Public post-16 institutions that offered ESOL provision were asked which of a series of actions they thought would have the most positive impact on improving ESOL provision. As Figure 13.1 shows, developing ESOL courses that use blended learning was, by a considerable margin, the action that was perceived to have the most positive impact on ESOL provision. Half (51%) of public post-16 institutions selected this action, and it was four times more likely to be chosen than the next most common action (developing an online signposting tool to online resources). The other three potential actions (developing an online signposting tool to online resources; an online signposting tool to ESOL classes and developing ESOL courses that use fully online learning) were all selected by roughly one in ten institutions. It should be noted that whilst respondents were prompted with four suggested actions for improvement, only 1% suggested that there was something else ('Other') that they felt could improve ESOL provision.

⁴¹ Dame Louis Casey DBE CB (2016) *The Casey Review: A review in to opportunity and integration*

⁴² Ibid

Figure 13.1 Ways of improving ESOL provision (prompted)



There were marked differences in what different institution types felt would have the most positive impact on improving ESOL provision.⁴³ Schools with sixth forms were more likely than FE Colleges to report that developing courses that use blended learning would have the most positive impact on ESOL provision (57% of schools with sixth forms compared to 38% of FE Colleges). They were also more likely than FE Colleges to report that developing ESOL courses that use fully online learning would have the most positive impact (11% vs. 1%).

Conversely, FE Colleges were considerably more likely than schools with sixth forms to report that developing an online signposting tool to help learners find local ESOL would have the most impact on ESOL provision (29% vs 4%).

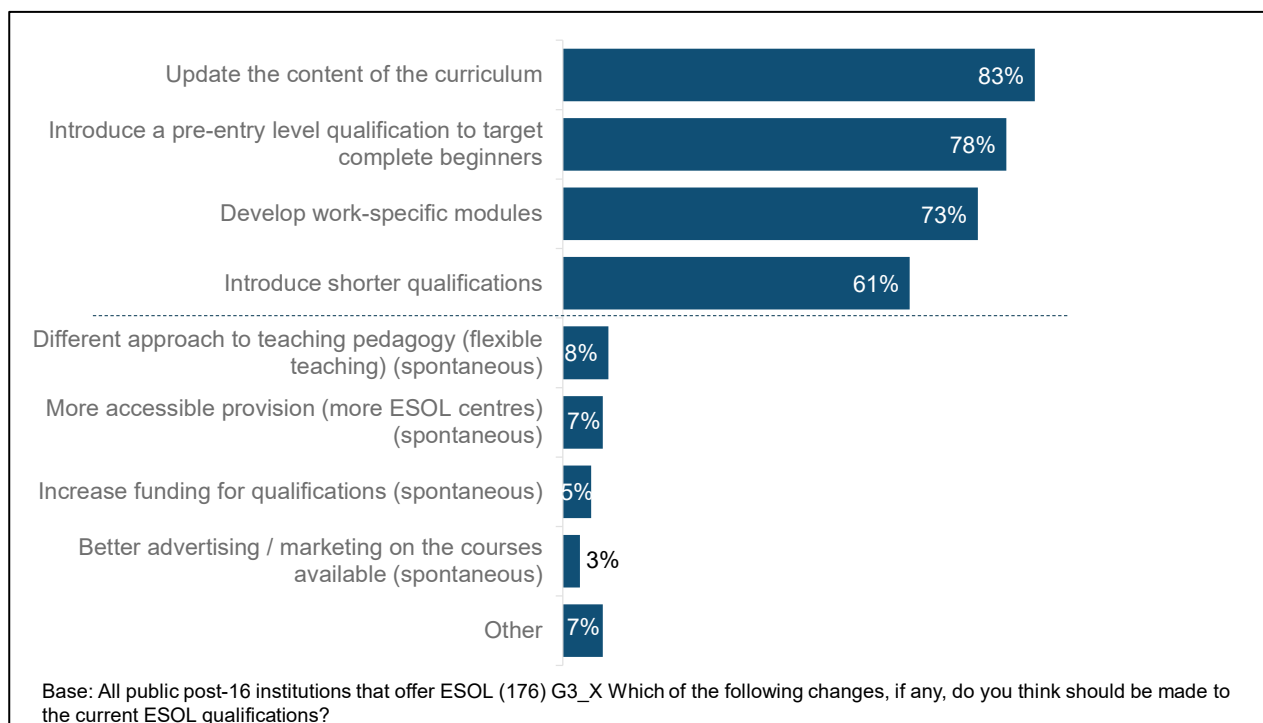
Changes to ESOL qualifications

Public post-16 institutions were also asked whether they felt a range of changes should be made to current ESOL qualifications, from the introduction of shorter qualifications to the updating of the ESOL curriculum.

The vast majority (90%) reported that at least one of the suggested changes should be made; the remainder were either unsure (6%) or did not need ESOL qualifications at their institution (3%).

⁴³ Please note: only 22 of the special schools surveyed offered ESOL provision, so comparisons based on institution type in this chapter are between schools with sixth forms and FE Colleges.

Figure 13.2 Changes that should be made to current ESOL qualifications (prompted – above the first line and spontaneous - below the first line)



As Figure 13.2 shows, public post-16 institutions were generally in favour of each of the suggested changes to current ESOL qualifications; all prompted response options were selected by over six in ten institutions (ranging from 61% to 83% of institutions).

The change selected by the highest proportion of institutions (83%) was updating the content of the curriculum to make it more relevant to today’s society, followed by the introduction of a pre-entry level qualification to target complete beginners (78%), the development of work-specific modules (73%), and the introduction of shorter qualifications (61%).

Institutions also spontaneously raised other ways they felt current ESOL qualifications could be improved, the most common of these being a different approach to teaching pedagogy (including accommodating learners with special educational needs and learning outside of the classroom). Although only 5% of all institutions spontaneously mentioned that funding for ESOL qualifications should be improved, this rose to 25% of FE Colleges.

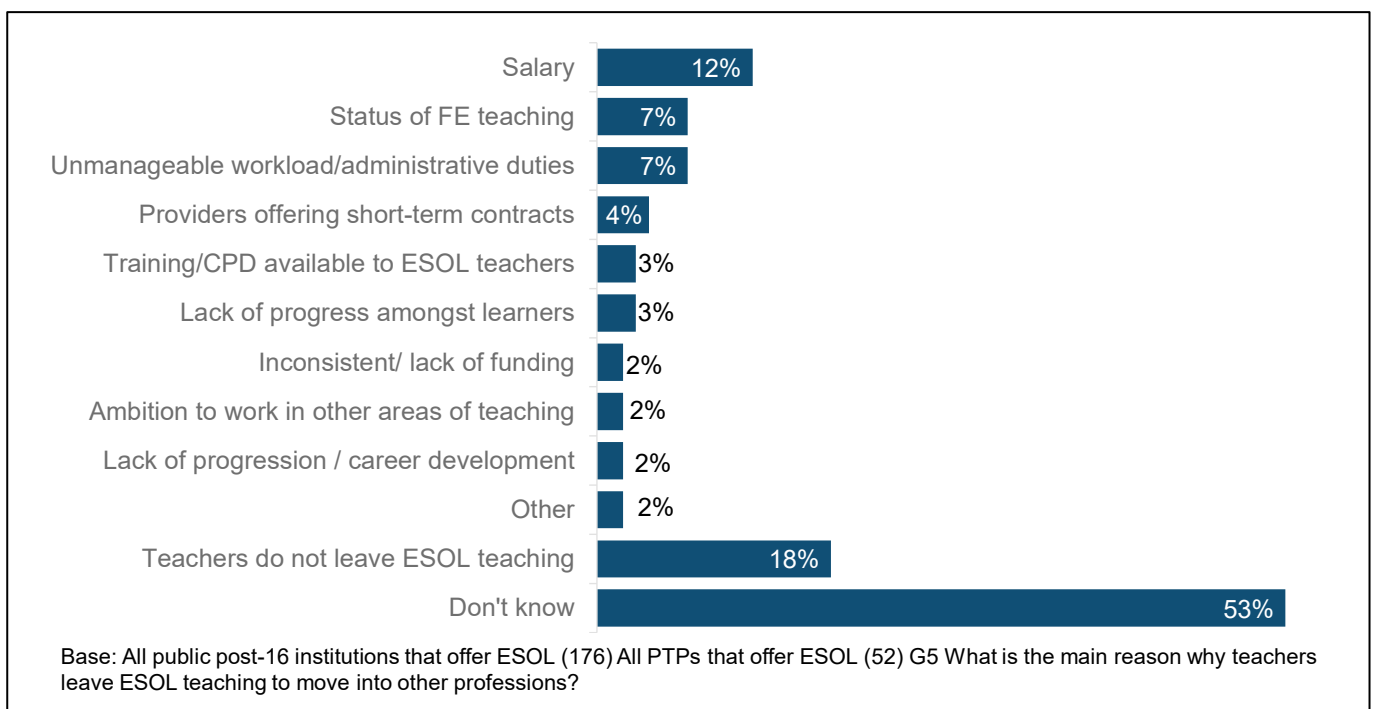
Leaving ESOL teaching

Public post-16 institutions that offered ESOL provision were asked for their perspective on why teachers leave ESOL teaching to move into other professions. Institutions provided their thoughts on this spontaneously.

Around half of respondents were unsure of the reasons for teachers leaving ESOL teaching (53%). Additionally, almost one-fifth (18%) reported that, in their experience, teachers do not leave the profession.

Of the minority that were able to cite a reason for teachers leaving the profession, salary was the most common, mentioned by 12%. The status of FE teaching and an unmanageable workload were other key reasons for teachers leaving the profession (both reported by 7% of institutions).

Figure 13.3 Main reason for teachers leaving ESOL teaching and moving into other professions (spontaneous)



FE Colleges were more likely than schools with sixth forms to report that teachers left because of the salary associated with teaching ESOL (24% of FE Colleges compared to 7% of schools with sixth forms).

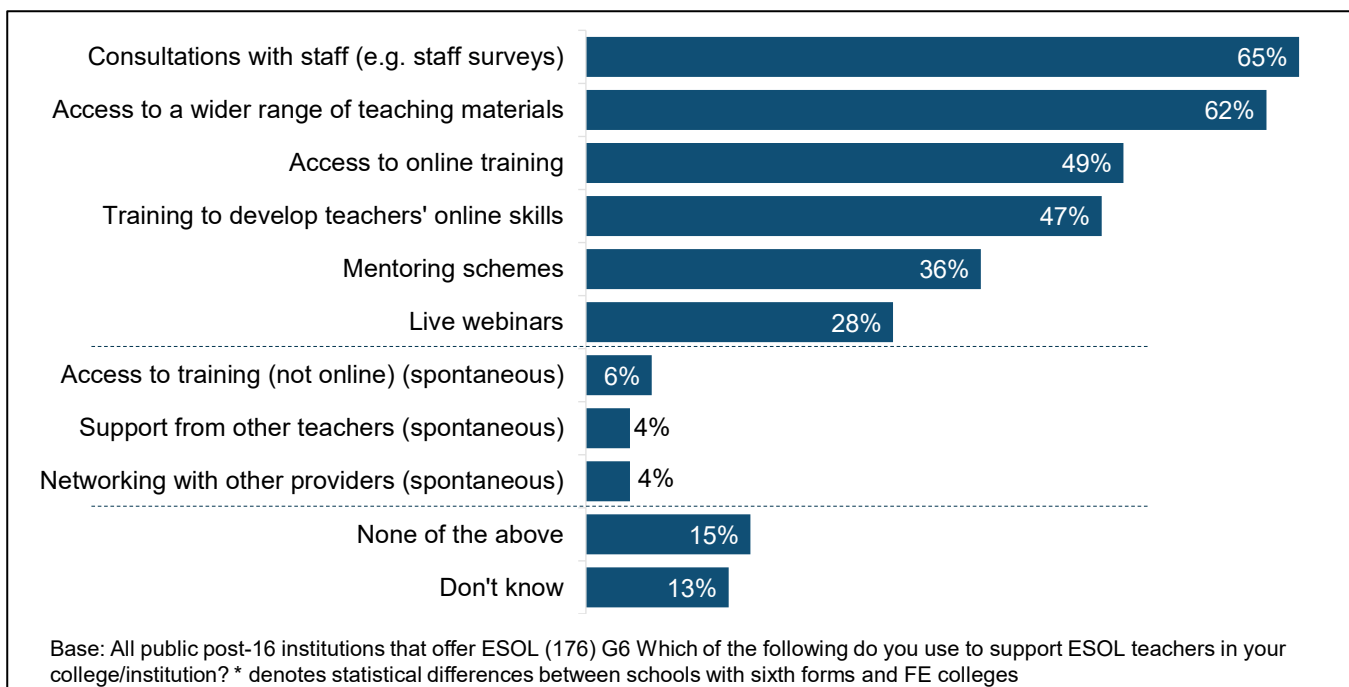
Support offered to ESOL teachers by institutions

Also covered in the survey was the support public post-16 institutions provide ESOL teachers to aid their teaching practice.

As outlined in Figure 13.4, two forms of support were offered by the majority of public post-16 institutions surveyed that offer ESOL. Approximately two-thirds (65%) said they consulted with staff through surveys or discussion forums, and a similar proportion (62%) provided ESOL teachers with access to a wider range of teaching materials and lesson plans. The next two most commonly used forms of teacher support were access to online

training (49%) and training to develop teachers' online skills (47%), offered by just under half of institutions.

Figure 13.4 Support offered to ESOL teachers by institutions (prompted – above the first line, spontaneous – below the first line)



FE Colleges were more likely to offer all the prompted forms of support than schools with sixth forms (the first six bars in the chart above). They were twice as likely to offer mentoring schemes (61% compared to 30% of schools with sixth forms), and almost twice as likely to offer live webinars (51% and 26% respectively).

11.2. Private training providers

Ways of improving ESOL provision

Aligning with findings amongst public post-16 institutions, private training providers felt that developing ESOL courses that use blended learning would have the most impact in improving ESOL (62%). This was nearly five times more likely to be selected than the next most common response (developing an online signposting tool for local ESOL classes – 13%). Only 4% reported that fully online learning would have the most positive impact on improving ESOL provision.

Changes to ESOL qualifications

Nearly all (96%) private training providers that felt the content of the ESOL curriculum should be updated to make it more relevant to today's society and 90% felt that work-

specific modules should be developed. The introduction of shorter qualifications was the least likely of the four suggested changes to be selected, though over two-thirds (68%) of private training providers that offered ESOL still wanted the change made.

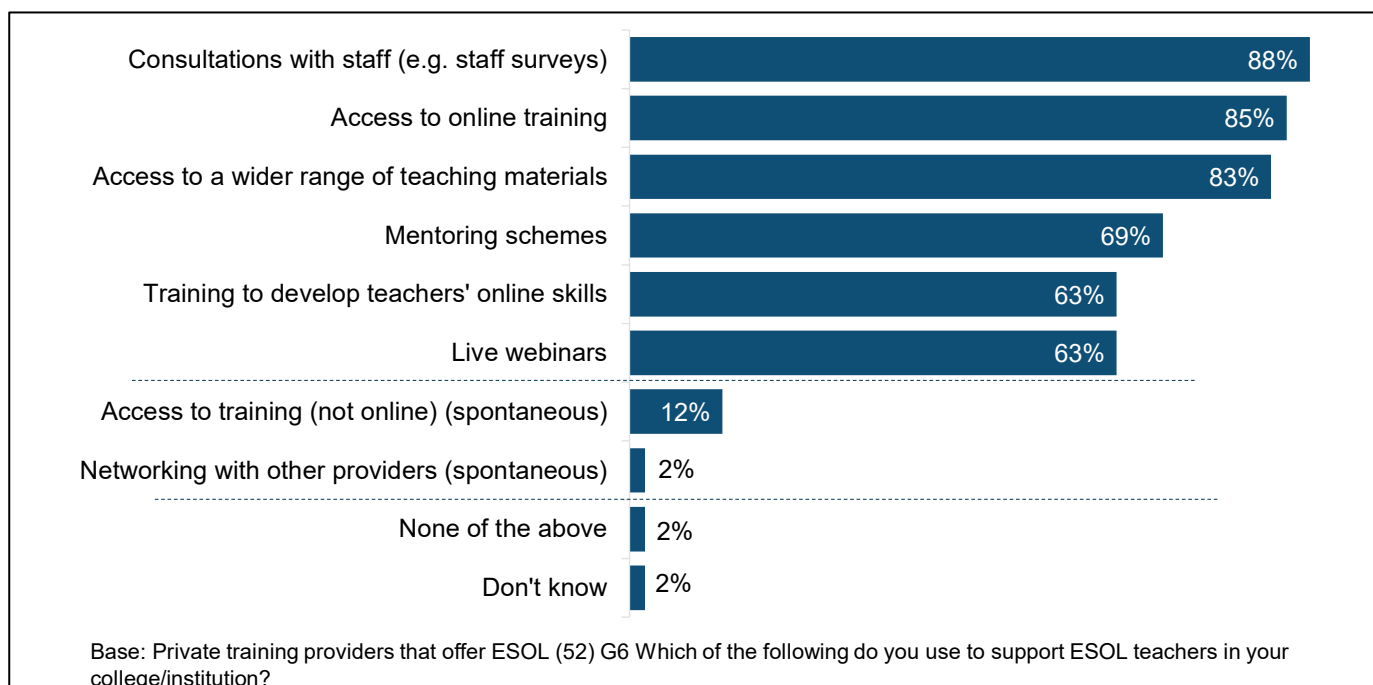
Leaving ESOL teaching

Private training providers were most likely to report that a lack of progress amongst learners was the main reason for teachers leaving the profession (21%), followed by salary (17%) and an unmanageable workload (12%). In line with findings from public post-16 institutions, quite a high proportion of PTPs (23%) were also unsure why teachers leave the profession and 17% reported that, in their experience, teachers do not leave ESOL teaching to move into other professions.

Support offered to ESOL teachers by institutions

In terms of the support offered to ESOL teachers, all the prompted forms of support shown in Figure 13.5 were offered by the majority of private training providers. Eighty-one per cent of private training providers offered four or more types of support to their ESOL teachers. Consultations with staff (such as staff surveys) were offered by the highest proportion of private training providers (88%) and live webinars were offered by the fewest (63%).

Figure 13.5 Support offered to ESOL teachers by private training providers (prompted – above the first line and spontaneous – below the first line)



12. Participation of young people post-16

As part of the Education and Skills Act (ESA 2008),⁴⁴ the government published legislation about raising the participation age (RPA) in England, meaning that young people are required to continue in education or training until at least their 18th birthday. This can involve full-time study in a school, college or training provider.

Local authorities (LAs) have a statutory duty under the ESA 2008 to collect information to identify young people who are not participating, or who are at risk of not participating, so they can support and encourage them to participate. Educational institutions are under a statutory duty to provide information to local authority services in order for them to deliver their relevant duties, and to track and maintain contact with young people.

The government produces statutory guidance for LAs,⁴⁵ compelling them to make arrangements to identify young people in their area who are not participating. As part of this, they work with providers of post-16 education, to identify those who are not, or who are at risk of not, participating.

As part of Wave 7 of the Post-16 Omnibus, institutions were asked about their relationship with LAs in relation to the participation of students in post-16 education and training and how they provide information to help LAs to track and maintain contact with young people.

12.1. Public post-16 institutions

The vast majority (94%) of public post-16 institutions were aware of their duty to share data with their local authority to identify learners who are not, or who are at risk of not, participating in education. The remainder were unaware (6%).

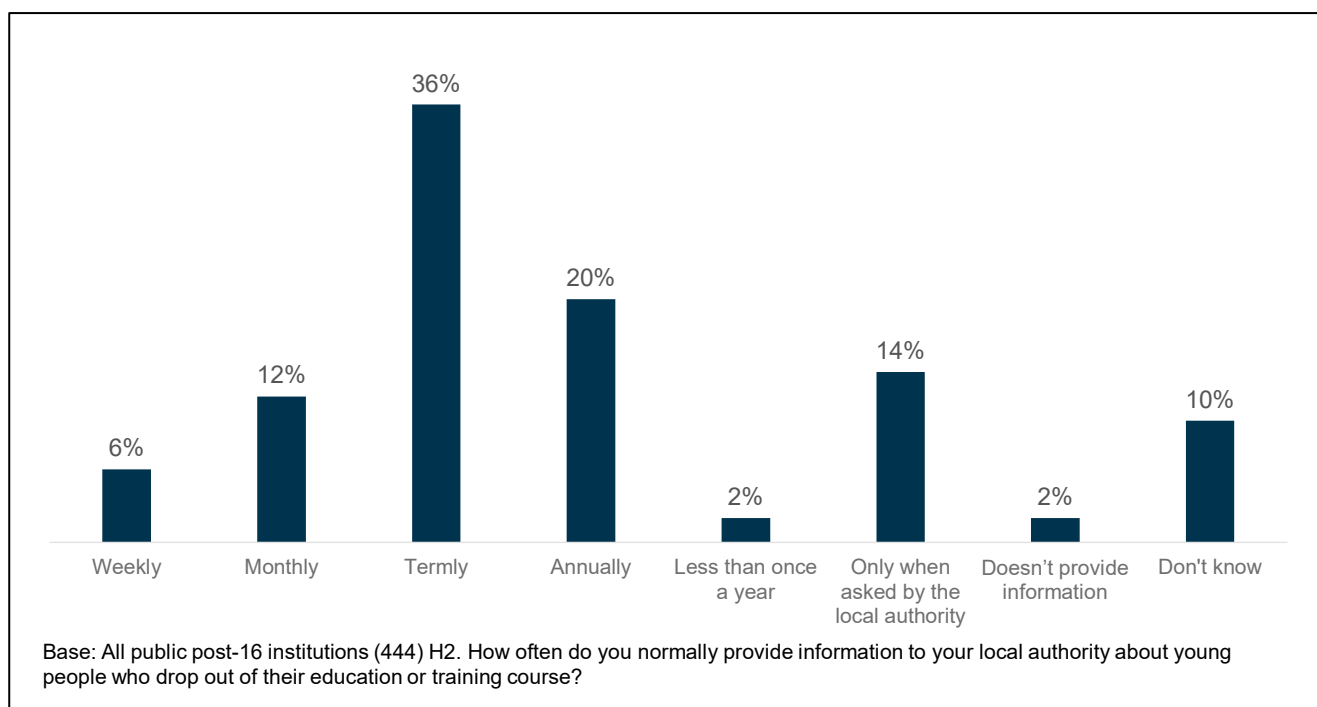
Irrespective of their awareness of the duty, public post-16 institutions were asked how often they provide information to their local authority about their learners who drop out of their education or training course. As Figure 14.1 shows, institutions were most likely to provide this information on a termly or annual basis; these two frequencies reflected the position of over half (56%) of the institutions in the survey. Only 2% provided information to their local authority on a less than yearly basis.

⁴⁴ http://www.legislation.gov.uk/ukpga/2008/25/pdfs/ukpga_20080025_en.pdf

⁴⁵ Participation of young people in education, employment or training: statutory guidance for local authorities

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/561546/Participation-of-young-people-in-education-employment-or-training.pdf

Figure 14.1 Frequency with which institutions provide information to their local authority



FE Colleges and special schools were more likely than schools with sixth forms to provide the information to their local authority on a regular basis. It should be noted however, that the requirement to provide information to local authorities applies only to learners up to the age of 18. Therefore, for some types of provider, this requirement will not apply. Over one-third of special schools (36%) and FE Colleges (34%) provided information at least every month compared to just 12% of schools with sixth forms.

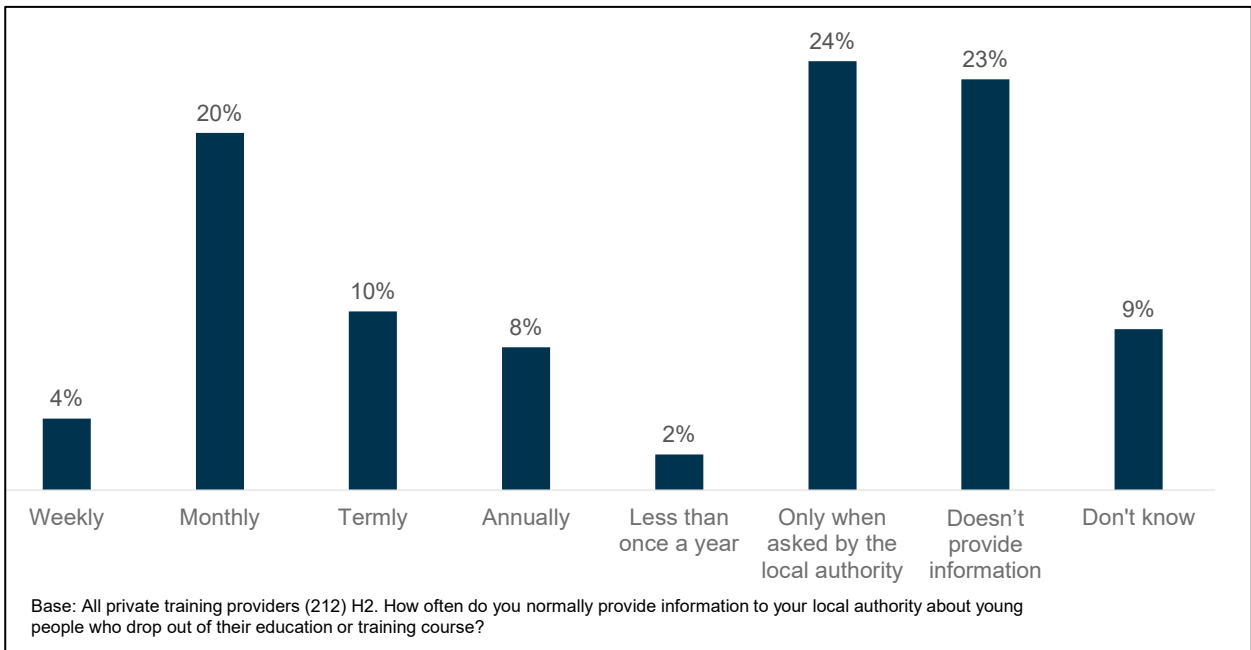
Conversely, one-fifth (20%) of schools with sixth forms provided information to their local authority on an annual basis, compared to only 6% of FE Colleges.

Those who were unaware of the duty were more likely than average not to provide information to their local authority (31%). Only a small proportion of those that were aware of the duty did not provide information to their local authority (3%).

12.2. Private training providers

Just under three-quarters (72%) of private training providers were aware of the duty to provide data to their local authority to identify those at risk of not participating in education (lower than the 94% of public post-16 institutions aware). They often provided this information when asked to by their local authority (24%), with only 4% submitting this information on a weekly basis. Conversely, one in five (20%) submit data on a monthly basis (higher than the 12% of public post-16 institutions). The same proportion (20%) submit data less than monthly (either termly, annually or less than once a year).

Figure 14.2 Frequency with which private training providers provide information to their local authority



Annex A: Response rate

Table A1 presents the response rate achieved from the eligible sample of post-16 institutions at Wave 7. A small proportion of the sample proved to be ineligible due to some institutions having closed or no longer offering post-16 education.

Table A1: Response rate achieved from eligible sample by institution type

Institution type	Sample drawn	Usable sample	Unusable sample	Interviews achieved	% of usable sample interviewed
Schools with sixth forms	480	410	70	210	51%
FE Colleges	262	238	24	124	52%
Special schools	100	88	12	68	77%
University Technical Colleges (UTCs)	49	47	2	24	51%
Studio schools	27	23	4	10	43%
Sixth form centres	16	14	2	7	50%
Total	934	820	114	443	54%

Institution type	Sample drawn	Usable sample	Unusable	Interviews achieved	% of usable sample interviewed
Private training providers	450	385	65	212	55%



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