



WHAT ENABLES EFFECTIVE LEARNER PROGRESS IN STUDY PROGRAMMES

HOW TO USE THIS RESOURCE

What enables effective learner progress in study programmes.

Rationale/Outline

This research has been carried out to support the sector in the delivery of study programmes and provides an overview of inspection outcomes and findings.

Working within the sector the question is often asked - what are Ofsted looking for? Research and analysis has been carried out of all inspection outcomes - full Inspections where grades have been given for study programmes - GFE / ITP / Specialist colleges included.

The 5 Key Principles have emerged from analysis of the Ofsted outcomes.

Suggestions on how to use this resource

Use this research for discussion to establish areas of good practice and identify those for improvement. Also use the resource as part of Continuous Professional Development (CPD) for staff to:

- Identify best practice to support improved learner progress in outstanding provision.
- Reflect on their current position and support for learner progress.
- Gain a clearer understanding of the value in planning individual learner progress, effective tracking process and regular progress reviews.
- Identify areas of priority for improved planning of initial assessment and tutorial systems.
- Identify resource development that will support the sector to improve the recording and reviewing of learners' progress.
- Focus and drive CPD that supports improved learner progress in study programmes.

Intended impact

To support the overall effectiveness of managing study programmes and:

- Improve the quality of target setting to enable learners to make better progress.
- Develop meaningful work experience/placements to maximise learners' skills, develop a clear line of sight to future pathways and employability or further learning.
- Embed the delivery of maths and English across the vocational areas and technical routes.

THE CURRENT PICTURE



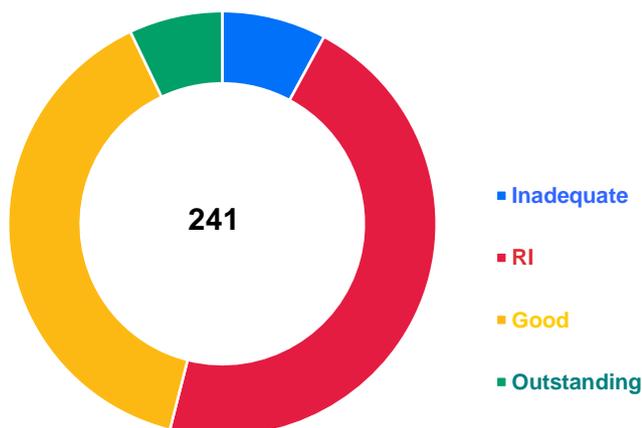
A review of Ofsted Inspections

- 479 full Ofsted Inspections have been published between September 2015 and January 2018.
- 241 of these have a grade awarded for study programmes.

GRADE OF 16-19 STUDY PROGRAMME PROVISION	NUMBER OF INSPECTIONS
Outstanding	17
Good	94
Requires Improvement (RI)	111
Inadequate	19



Inspection outcomes – study programmes



Source: Analysis carried out by the Adult Learning Improvement Network

Key themes emerging

Using the analysis of 479 Ofsted inspections and drilling down to focus on study programme delivery, five Key Principles have been identified as drivers of effective practice.

Only 46%
of Study Programmes
are graded good or
better.



Teachers and tutors do not set learners sufficiently detailed improvement targets; they do not monitor the progress that learners make well enough to ensure that all achieve their potential.

**OFSTED REPORT PUBLISHED
SEPTEMBER 2017
REQUIRES IMPROVEMENT.**



Education and Training Foundation: What enables effective learner progress in study programmes.

Find more resources at www.excellencegateway.org.uk

KEY PRINCIPLES



KEY PRINCIPLE 1 (KP 1)

The needs of learners are understood and there is individualised planning and support

Research has shown that where teachers and tutors know their learners well and understand their individual needs those learners progress better within study programmes.

In weaker practice insufficiently robust initial assessments, reflecting the true understanding of the starting points of learners are often not completed well. They do not take into account the expectations and aspirations of learners or individualised support and planning for learners to progress.

“Teachers and tutors do not consistently plan learning and assessment well enough to meet learners’ specific needs.”

Requires Improvement Inspection report September 2017.



Teachers skilfully assess a student’s starting point and meticulously plan to meet the vast majority of a student’s needs.

OUTSTANDING STUDY
PROGRAMME PROVISION
OFSTED REPORT- FEBRUARY
2017.



KEY PRINCIPLE 2 (KP 2)

Learners have clear challenging targets which are monitored robustly and learners are aware of progress towards achieving their goals

Effective practice shows that where learners have clear targets set and where learners have contributed to these goals they make better progress.

In weaker practice targets are generic, do not take into account learners individual aspirations and are not monitored to motivate and drive learner progress.

“Teachers and tutors do not routinely set learners sufficiently challenging targets; as a result, learners do not focus well enough on the specific actions and challenging timescales that are required to make swift progress and sustained improvements in their work.”

Requires Improvement Inspection report September 2017.



Teachers monitor rigorously the progress that learners make. Learners make at least the expected progress from their starting points and many exceed expectations

OUTSTANDING STUDY
PROGRAMME PROVISION
OFSTED REPORT- MAY 2017.



Supporting resource

Managing learner progress through a study programme.

Education and Training Foundation: What enables effective learner progress in study programmes.

Find more resources at www.excellencegateway.org.uk



KEY PRINCIPLE 3 (KP 3)

Teaching of maths and English is integrated throughout programmes of study

Where teachers and tutors promote maths and English skills well across vocational areas, for example with specialist vocabulary and linking calculations to occupations, learners progress to a greater extent.

Where maths and English is not integrated or contextualised across all areas of the curriculum and vocational areas evidence shows less progress is made by learners.

“Teachers prioritise the development of learners’ English and mathematics in vocational lessons through carefully planned activities.”
Outstanding Inspection report May 2017.

Supporting resource.

Improve the development and delivery of work placement programmes that promote the importance of improving maths and English skills.

[Click here](#) to access 15 technical routes flyers supporting “*embedding maths and English in technical and vocational programmes*” from the Education & Training Foundation Excellence Gateway.



The majority of students on study programme fail to improve their skills in English relevant to their vocational areas. However, students’ maths skills improve in the minority of vocational sessions

**REQUIRES IMPROVEMENT
STUDY PROGRAMME
PROVISION
OFSTED REPORT- MARCH
2017.**



KEY PRINCIPLE 4 (KP 4)

High quality practical teaching by teachers that are highly experienced in their vocational subjects.

Where teachers and tutors are highly experienced in their vocational subjects and have good links with industry learners tend to progress well. Using these employer links together with well-planned and structured vocational and practical lessons helps to keep learners engaged and focused and meet all their needs. This enables them to progress and achieve their full potential.

It is essential that industry links are made wherever possible to ensure the design and delivery of study programmes meets future employment or further learning needs. Motivated learners increase the likelihood of high retention and achievement. Where teachers and tutors do not have this experience or industry links, learners can be less motivated and so they do not progress to their full potential.

“Teachers in vocational subject areas rely too heavily on poorly structured internet research tasks for teaching and learning, this leads to uninspiring lessons in which students make slow progress.”
Inadequate Inspection report October 2016.



Teachers are highly experienced in their vocational subjects and they use their skills and enthusiasm to inspire students to progress and achieve.

**OUTSTANDING STUDY
PROGRAMME PROVISION
OFSTED REPORT- OCTOBER
2017.**



Education and Training Foundation: What enables effective learner progress in study programmes.

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KEY PRINCIPLE 5 (KP 5)

Work experience is of a good quality, is well planned and learners are well prepared enabling maximum learning opportunities to be gained.

Effective practice shows that learners benefit and progress in their study programme most from an extensive, high quality, robust and challenging work placement. Work placements should be meaningful and meet the career aspirations and expectations of individual learners. Where this takes place learners develop high levels of confidence and work skills.

“Learners develop outstanding skills for employment and high levels of personal effectiveness as a result of their studies and the excellent work experience that they undertake.”

Outstanding Inspection report July 2016.

Weaker practice is where there are inconsistencies across curriculum areas, or work placements are more generic depending on availability rather than interest. Some curriculum areas do not prioritise or sufficiently value work experience or placements.

“Managers have not yet ensured sufficient arrangements for all students to complete meaningful external work experience as part of their Study Programmes.”

Requires Improvement Inspection report March 2017.

Supporting resource.

Preparation to support improved learner progress in work placement.



Learners make best use of a wide range of work experience opportunities offered to them to prepare them exceptionally well for securing and holding down a job.

**OUTSTANDING STUDY
PROGRAMME PROVISION
OFSTED REPORT- JULY 2017.**

