

Policy/Procedure Name:	Study Programme compliance 2020-21		
Policy/Procedure Number:	SMT087		
Date of Approval:	3 rd March 2017		
Effective Date:	September 2016		
Revised Date:	September 2023		
Review by Date:	September 2024		
Policy/Procedure Author:	Heads of School and College		
Policy/Procedure Owner:	Principal		
Management Committee Approved By:	SMT		
Governor Committee (where appropriate) Approved By:	Not Applicable		
For Action By:	All School and College Staff		
For Information to:	Students and Parents		
Approval requested to upload on the Treloar's Website:	Yes <input checked="" type="checkbox"/> (tick if requested)		
Who is carrying out EIA?	Lorna Woodcroft	Date of EIA?	7 th September 2023
Have we shown due regard for the 9 protected characteristics within the policy/procedure?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Are all opportunities to promote equality taken within the policy/procedure?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Refer Policy/Procedure to EDI Co-ordinator for further assessment	Yes No <input checked="" type="checkbox"/>		

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1. Background to Study Programmes

For details see the government guidance issued each year at:

[16 to 19 study programmes guidance: 2023 to 2024 academic year - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/16-to-19-study-programmes-guidance-2023-to-2024-academic-year)

The advice above is reviewed annually, and the version above updates the guidance published in August 2023

2. The 16-19 Study programme guidance issued for 2023-2024 by www. Gov.uk highlights the following:

- “All study programmes must have a core aim¹. This will be tailored to the needs of the individual and typically include a substantial qualification (academic or technical) or preparation for employment.
- All study programmes should include work experience and non-qualification activities, which complement the other elements of the programme and support the student to progress to further or higher education (HE) or to employment.”
- Study programmes are flexible programmes built around the needs of individual students.

1. The core aim is the principal or ‘core’ activity in a student’s programme. It must be a learning aim so that it can be recorded in the ILR or school census.

Institutions returning the ILR identify the core aim for each programme.

The core aim must be agreed between the student and the education provider.

3. Study programme principles

All 16 to 19 study programmes and 19-24 programmes for students with an EHC plan should be designed to provide students with a structured and challenging learning programme that supports their development and progression in line with their career plans. Study programmes should be individually tailored but will typically combine the elements below:

- substantial qualifications that stretch students and prepare them for education at the next level or for employment
- English and mathematics where students have not yet achieved a GCSE grade 4

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- work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions
- other non-qualification activity to develop students' character, broader skills, attitudes and confidence, and to support progression

Additional information specifically aimed at young people with SEND who have a EHC plan can be found in Appendix 1.

4. Policy/Procedure Details

Roles and Responsibilities

Under the strategic leadership of the Principal of the School and College the operational management of the school and college's policy for study programmes is led by the following members:

- Heads of School and College
- Leader of Learning - Sixth Form
- Teaching team
- Head of Quality
- Head of Technology
- Business Systems Team

5. Monitoring and Evaluation

Ofsted's inspection reports on the delivery of study programmes.

We will ensure that:

- we make use of a wide range of data collected and analysed on a regular basis to support our view that we are compliant with study programmes
- we comply with external verification processes adopted by awarding bodies
- regular feedback about performance is given to students and parents
- interventions are adapted or changed if they prove to be inappropriate, the student's circumstances change either academically or physically or both

6. How we comply with study programme guidance

- Current students on full time study programmes receive 975 hours in the classroom (College) and 931(6th Form) of tutor led activity. A minimum of 60% of these hours are involved in working on accredited provision where this is appropriate according to cognitive level. This will include functional skills or GCSE Maths/English as appropriate. Any programme of less than 540 timetabled hours will be considered part time (see guidance in section 1 above).

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- Enrichment and independence curriculum learning that is not included in this total as it varies for each learner. It will however be tracked and monitored and is subject to normal quality checks as determined by the Head of Quality and the Principal.
- Where possible students will complete an external certificate regulated by an awarding body.
- Students will undertake English and Maths GCSEs where relevant to their learning ability and in consideration to assessment and prior attainment.
- Accredited provision will appear within section 96 guidance.
- Section 96 will be checked yearly to ensure qualifications offered continue to appear.
- Students for which work is an option in the future will receive an assessment and an appropriate work placement be found. The length and duration of the placement will be in accordance to the work experience policy.
- Some students may complete work related activities when they are not on work experience in accordance to the work experience policy.
- All sessions will be timetabled this may include sports and enrichment activity.
- Duke of Edinburgh Award is not included as a qualification – other awards may be offered but not included as a qualification
- Absence will be followed up in billing meetings and appropriate authorities informed when required.
- No learners will be charged directly for participation on a study programme at Treloar’s. Eligibility for a study programme is determined at admission.

7. Implications of Policy/Procedure

a. Training Requirements

Relevant Managers to maintain current understanding of legislation and best practice with regard to study programme compliance

b. Communication Requirements

How will the Policy/procedure be communicated:	The policy will be uploaded to SharePoint and stored under SMT policies Staff will be advised via SharePoint of the existence of this policy	
Who will ensure the above communication is carried out:	Head of Quality	
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	No.	

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c. Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact Jo Cox at jo.cox@treloar.org.uk

8. Monitoring and Review

The policy will be reviewed on an annual basis to ensure that any changes to government legislation is recognised and acted upon any changes to procedure are updated.

9. Links to other related policies, procedures or documents (internal)

- SMT 031 Work Experience Policy and Procedure
- SMT007 School and College Learner Journey Policy
- SMT084 College Functional Skills Strategy
- SMT009 Careers guidance

10. Further sources of information (external)

[16 to 19 study programmes guidance: 2023 to 2024 academic year - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/16-to-19-study-programmes-guidance-2023-to-2024-academic-year)

11. References

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

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Appendix 1

[16 to 19 study programmes guidance: 2023 to 2024 academic year - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/16-to-19-study-programmes-guidance-2023-to-2024-academic-year) Students with special educational needs and/or disabilities

Most young people with special educational needs and/or disabilities (SEND) are capable of sustained employment with the right preparation and support. All professionals working with them should share that presumption. As such, the study programme principles apply equally to students with SEND. The SEND Code of Practice sets out the general responsibilities of post-16 providers for young people with SEND, both with and without an education, health and care (EHC) plan.

It is important that students with SEND are given the support they need to access their study programme. Providers should take particular care to tailor study programmes to the individual aspirations and needs of students with SEND, in discussion with the student. Where students have an EHC plan, providers should also involve the local authority SEN team where appropriate. While some students with SEND should be on study programmes focused on helping them achieve stretching qualifications, others will gain more benefit from a traineeship, supported internship or other study programme that helps them prepare for employment and adult life.

Students with SEND may face more barriers to gaining employment than their peers. Work experience may therefore be a particularly important element of their study programme to build their skills and confidence.

Providers should consider carefully how the work experience element of their study programme could enable them to develop and demonstrate the skills that will help them gain employment. They should also consider what additional support a student with SEND may need before, during and after the work experience, to fully benefit from it. Providers may find it helpful to see the short guide on work experience on the Preparing for Adulthood website.

An Access to Work (AtW) grant can be used to fund a job coach to provide additional, personalised support for the work-based element of a supported internship or traineeship. Providers should communicate the existence of AtW to employers when they are setting up a supported internship or traineeship, or where they are supporting a student with SEND. The Preparing for Adulthood website offers further guidance on AtW.

When finding work placements for students with SEND, providers may find it helpful to refer to Disability Confident accreditation. Disability Confident encourages employers to take action to improve how they recruit, retain and develop employees with a disability. A Disability Confident

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business will often display a badge on their website and company literature. Further information is available on the Disability Confident website.

Exceptionally, for students with severe and/or complex needs, a study programme to develop independent living skills may be appropriate. This would only apply to students for whom either substantial qualifications or preparation for employment are not, at this stage in their lives, a suitable option. The student's EHC plan should confirm that independent living is their primary aim.

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