

# SUN/BPC COLLABORATIVE RESEARCH PROJECT ON LEVEL 2 STUDY PROGRAMMES



# Introductions



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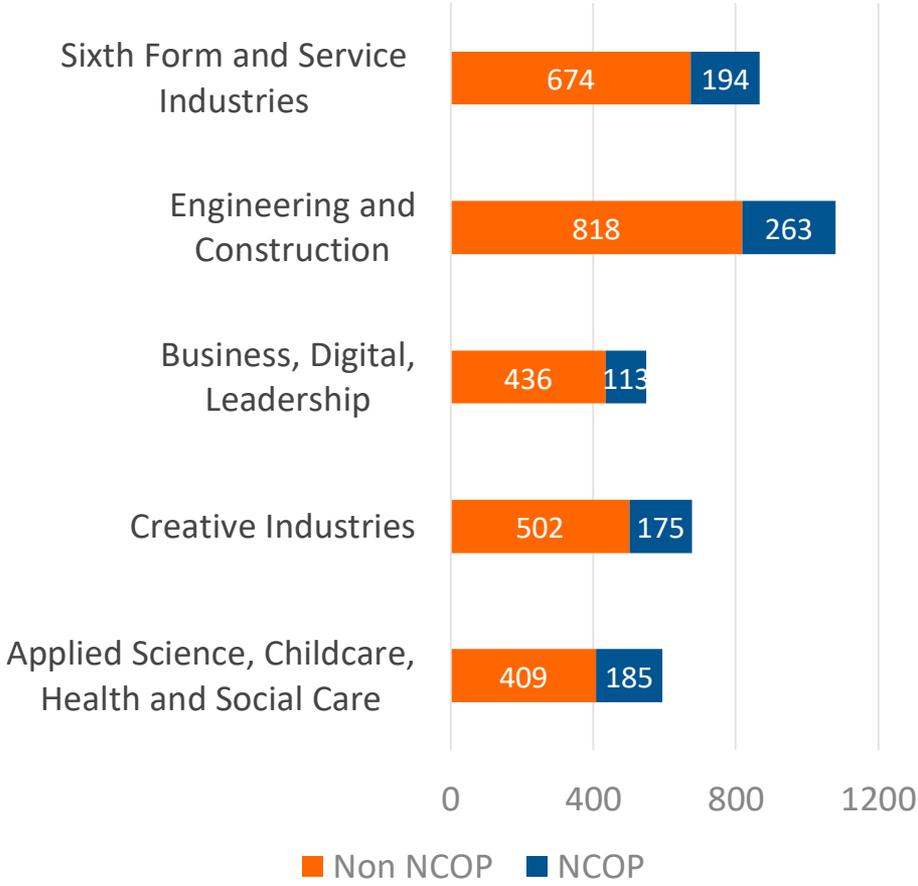
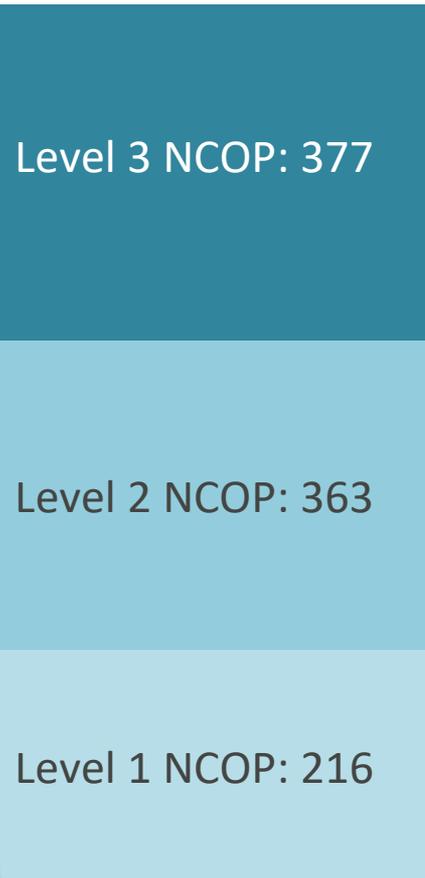
**TOPIC:** Collaborative research into Level 2 study Programmes

# Bournemouth and Poole College (FE)

2019-20 16-19 years old cohort

Total number of NCOP learners: 957

Total number of learners: 3,822



# OFSTED Recommendations

## Careers advice and guidance

- Recommendation 1: Colleges should review on what information they should publish on their websites about student destinations, including proportions entering relevant employment.

## Entry requirements and Induction

- Recommendation 2: Colleges should review their current minimum requirements for level 2 and level 3 study programmes to ensure that they are appropriate, and strike the right balance.

## Employer Engagement

- Recommendation 3: All colleges should engage actively with employers. This should include greater use of employers to co-design and implement aspects of the curriculum & assess learners.

## Industry Knowledge and relevance

- Recommendation 4: College teachers should be fully up to date with industry practices. They should ensure that resources and curriculum reflect current industry standards and practices.

## Work Experience

- Recommendation 5: Work experience placements should be relevant to the learners' programme of study. Ensure that learners reflect on the knowledge and skills they develop during these.

## Maths and English

- Recommendation 6: The DfE should consider our evidence that the majority of learners feel that they are making progress with English and mathematics.

## Feedback to Students

- Recommendation 7: Colleges should give learners feedback on their progress to help build confidence and self-esteem. Emphasise personal, social and employability skills they develop.

## Evaluation

- Recommendation 8: The curriculum should not be restricted by an excessive focus on qualification outcomes. Evaluation of the programmes should take into account a broad range of measures.

## Destination Data

- Recommendation 9: The DfE should help students understand the value of study programmes by developing and publishing comprehensive data on the student

## Progression

- Recommendation 10: Evaluate whether level 2 learners improve their progression into careers by progressing to a level 3. Align and promote the level 2 study programme to apprenticeships

# Project Overview

## RESEARCH BASED

8<sup>th</sup> November 2018 OFSTED research into Level 2 Study Programmes was published

April 2019 Internal Research paper and recommendations presented to SLT by Debbie Smith

January 2020 SUN collaboration for Level 2 Flagship Research partnership agreed

February 2020 Level 2 workshop held at the Curriculum Leadership Group

Sept 2020 BPC launch Career Ready Progression Survey

## PURPOSE

Improve outcomes for Level 2 learners

Identify where best practice is evidenced

Identify where improvements may be made

# Ofsted Theme: Barriers to Learning

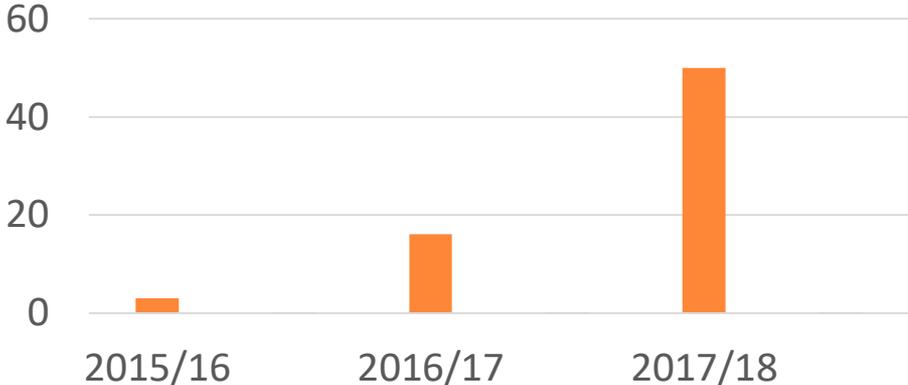


Students on level 2 study programme are **unlikely to have planned to study at level 2** and therefore may bring with them some negative views about the next step in their learning and affect their **self-esteem and confidence** which in turn may adversely impact on student retention and achievement.



💡 Currently no measure exists which explicitly demonstrates impact on confidence and self-esteem.

*Significantly increasing trends in Mental Health disclosure.*



+

*Increasing trends in Learning needs for students disclosing dyslexia and medical conditions.*

*2017/18 39% likely to require some form of adaptation or intervention*

# Ofsted Theme: Curriculum



**RECOMMENDATION:** Curriculum should not be restricted by an excessive focus on qualification outcomes. Evaluation of the study programme should take into account a **broad range of measures**.  We have a lack of data points beyond academic measures.

 Curriculum should be designed to **provide the habits and attitudes** needed for the next stage of education or training, in an industry specific context.

*“emphasise to learners the personal, social and employability skills they develop during their level 2 study programme”*

**RECOMMENDATION:** Give learners clear feedback on their progress through their study programme, to help **build confidence and self-esteem**. They should also **emphasise to learners the personal, social and employability skills** they develop during their level 2 study programme.

# Ofsted Theme: Destination



The most common next step from a level 2 study programme is to study at level 3 rather than leave education and training. Only a very small proportion of students go into apprenticeships



Of those level 2 students who progressed **7.4%** progressed to an apprenticeship.



**RECOMMENDATION:** Colleges should evaluate whether level 2 learners improve their progression into careers by progressing to a level 3 study programme. Colleges should align the level 2 study programme curricula to relevant apprenticeships where available.

 They should promote the apprenticeships to learners.

# A common theme.

One common theme runs throughout the Ofsted research into Level 2 students:

## confident

/ˈkɒnfɪd(ə)nt/ 

*adjective*

1. feeling or showing confidence in oneself or one's abilities or qualities.

"she was a confident, outgoing girl"

*sinonime:* **self-assured, assured**, sure of oneself, **self-confident, positive**;

2. feeling or showing certainty about something.

"this time they're confident of a happy ending"

*sinonime:* **optimistic, hopeful, sanguine**;

## self-esteem

/ˌselfɪˈstiːm/ 

*noun*

confidence in one's own worth or abilities; self-respect.

"assertiveness training for those with low self-esteem"

*sinonime:* **self-respect, self-regard, pride** in oneself/one's abilities, faith in oneself, **pride, dignity, morale, self-confidence, confidence, self-assurance, assurance**; amour propre  
"assertiveness training for those with low self-esteem"

# The Plan



## Quick Fixes

- ❑ Online CAIG progression content reviewed and re-designed for accessibility across Levels and Learners
- ❑ Consultation and differentiation of the PDT Personal Development program
- ❑ Building Confidence and Self Esteem Workshop commissioned
- ❑ Unifrog progression planning tool purchased

## Initiatives in place for 2020/21:

- ❑ Career Ready Progression Survey
- ❑ Student Progression reporting suite development
- ❑ Celebrating Personal Development
- ❑ Confidence and Self Esteem workshops

# Actions Completed – the quick fixes

## Redesigned online CAIG progression content for accessibility across all Levels and Learners

### FIND AN APPRENTICESHIP

**Choosing an Apprenticeship**  
There are so many apprenticeships available, it can sometimes be difficult to decide which one might be the best for you.

**THERE ARE APPRENTICESHIPS IN 1,500 JOB ROLES COVERING MORE THAN 150 INDUSTRIES**

- General Tips**  
Think about your long-term career goals, research all the different routes you can take to get there.
- Organise some work experience to test out what kind of environment and industry you might enjoy
  - Speak to people about their career
  - Apply for everything – don't limit yourself to just applying for 1 opportunity

**Important things to think about:**

- Are you willing to travel/re-locate?
- What's your end career goal?
- What type of environment do you like working in?
- How long do you want to study for?

**Find an apprenticeship**  
Find an apprenticeship is the main website that lists many\* current apprenticeship vacancies for you to search for and apply.  
**REGISTER NOW AT**  
[www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship)

- \*Vacancies are not always posted on Find an apprenticeship so here are lists of other places to look:
- Speak and register with the Base team @ The College
  - Employer websites, take a look around their website focus on the careers pages.
  - Explore job sites such as:
    - Indeed [www.indeed.co.uk](http://www.indeed.co.uk)
    - Get My First Job [www.getmyfirstjob.com](http://www.getmyfirstjob.com)
    - Not Going To Uni [www.notgoingtouni.com](http://www.notgoingtouni.com)
  - Attend Careers and University fairs
  - Explore the UCAS website
  - Explore the National Apprenticeship Service official guide <https://bit.ly/3i65Yfk>

**Q. Can I apply for apprenticeships and also apply for full-time university at the same time to keep my options open?**  
**A. Yes. Apprenticeship opportunities are advertised all year round and many employers will advertise up to one year in advance of when they need their apprentice to start.**

## Consultation and differentiation of the PDT program

## Solution Provision Unifrog – Progression planning and PUSH Confidence Workshop

# Confidence and Self Esteem @BPC Level 2

> **60% of our Level 2 learners have a clear career path in mind when they start at College.**

**We asked Students if they could think of 1 barrier to them reaching their goal**

I'm not very good and talking to people	lack of confidence	Not good at talking to people	paying attention	Fear of failure.
Lack of confidence	I train in a sport for GB and it takes up most of my time and makes me tired	Motivation	Constantly having myself overthink on all the negatives that could happen	opportunities
knowing exactly what my steps are to progress towards my end goal	I'm not 100% confident in the things i do	I wont get to University	confidence	

# Initiative: Celebrating Personal Development

**New Initiative: Launch after Oct Half term.**

Postcards be used by:

- PDTs
- Careers Team
- Employability

Recognition will be recorded on Pro-Monitor.

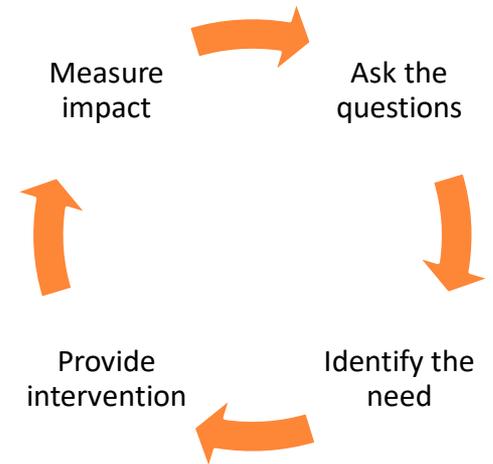
A little step may be the beginning of a great journey



# Initiative: Career Ready - Survey

## Not another survey - Why Evaluate?

1. It is very difficult to explore the unknown and potentially wide-reaching impact of an intervention for a participant.
2. However, if we seek to evaluate one or two, pre-defined, objectives per activity, this can focus our resources and scope.



**A framework** can focus our lens. Our Career Ready survey is based on the principles of the SUN Progression Outcomes and it will provide us with a baseline that measures the level of confidence of our students have in their progression.

There are 49 Learning Objectives identified measuring confidence levels in relation to a student's:

- Attitudes and Knowledge of FE and HE
- Attainment
- Positive Possible Selves (Harrison, 2018; Harrison and Waller, 2018)

# Research base – Learning Objectives

PROGRESSION STAGE	CORE THEME	LEARNING OBJECTIVE	LEARNING OBJECTIVE NUMBER
Introductory	<i>Attitudes and Knowledge of FE and HE</i>	I am able to identify local education opportunities relevant to my interests for post-16 study	1
		I am able to compare the benefits and challenges in different learning opportunities in post-16 study	2
		I am able to identify the different education pathways available to me	3
		I am able to observe learning styles at Further and Higher Education providers	4
	<i>Attainment</i>	I am able to identify subject areas linked to my interests for future study and career	5
		I am able to describe the importance of passing my Level 2 qualifications and how this enables me to make future education and career choices	6
		I can identify areas I will need to improve on to ensure I succeed at Level 2	7
	<i>Positive Possible Selves</i>	I am able to recognise the strengths I have already in relation to academic resilience	8
		I am able to recognise areas of academic resilience I need to work on to support academic success	9
		I am able to recognise the skills I already have in helping me cope with challenges outside of academic study	10
		I am able to recognise the skills I need to work on to help me cope with challenges outside of academic study	11
		I feel confident in putting myself forward for educational, or extra-curricular, events hosted by external organisations (e.g. University outreach activities, FE College taster days, National Citizenship Service)	12
		I can list ambitions I would like to achieve in my life	13

# The Survey

## Career Ready

You are invited to share your hopes and dreams in this short survey. Here at Bournemouth and Poole College we want to support you to be career ready, whatever that may look like to you. We understand that not everyone has the same journey into and through their careers, they will all look completely different. By taking part in this survey we will be able to better understand and prepare for your needs.

### Your data:

We are working in partnership with The Southern University Network (SUN) as part of our collaborative flagship research project. Your data will be stored securely and shared between organisations for the purposes set out below. For full information on how they will manage, store and share your information please see their Data privacy notice here [www.sunoutreach.org](http://www.sunoutreach.org)

### Project Purpose:

The purpose of this survey is to better understand the needs of our students in preparedness for their progression beyond the qualification for which they are currently studying.

### Survey Method:

Online, gathered at 2 points in each academic year. In September and in June.

# Insights

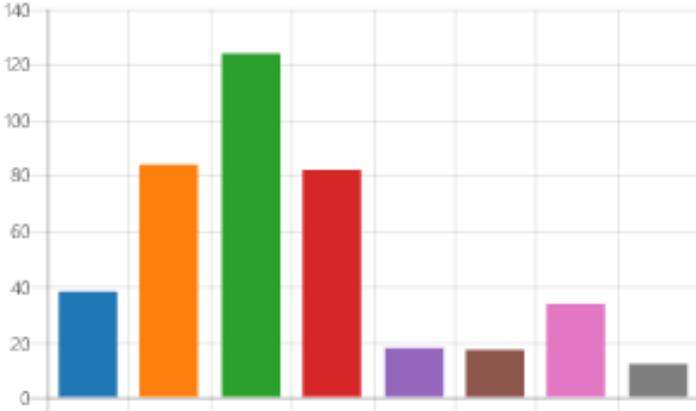
Useful insights around our student's progression plans and aspirations.

Providing a useful starting point for PDT/Tutor relationship.

## 7. What would you like to do after you finish this course?

[More Details](#)

Continue my studies at College	38
Apply to Univeristy	84
Find an Apprenitceship	124
Find a job	82
Start my own business	18
Take a gap year	17
I don't know	34
Other	12



## 11. Do you have a clear career path in your mind? (please don't worry if you don't)

[More Details](#)

Yes	174
No	116



# Measuring the confidence

Students self assess their confidence in each area.

Allowing us to understand the unique needs of our students and provide targeted interventions.

9. For the following statements please outline how true they are for you:

[More Details](#)

Not at all true   A little true   Quite true   Very True



# Using the data

By creating a view of our Students confidence and attitude to progression, we can inform our learning design and interventions across all levels and courses based on the needs of our students.

### Southern Universities Network - Learner Data Dashboard

County: (All) | Local Authority: (All) | Town: (All) | Postcode Area: (All) | School or College Name: (All) | Level or Year Group: (All)

#### Learner Confidence

Avg. 21. I am able to explain how different Level 4 options are financed  
Avg. 20. I know where to find local area labour market information to understand the possible opportunities related to careers that  
Avg. 22. I am able to identify specific skills acquired from outreach revision experiences  
Avg. 1. I am able to identify local education opportunities relevant to my interests for post-16 study  
Avg. 18. I can recall encounters with employers and employees and relate these to my education and career interests  
Avg. 4. I am able to observe learning styles at Further and Higher Education providers  
Avg. 32. I am confident I am prepared for Level 3 study  
Avg. 26. I can identify my potential barriers to L3 learning and can explain steps I can take to overcome them  
Avg. 15. I am able to identify the benefits and challenges of progressing to a Level 4 qualification  
Avg. 23. I can plan for effective revision time  
Avg. 28. I can recognise who I can go to for support if I am experiencing challenges not linked with education  
Avg. 31. I can explain how my independent study skills have developed since the start of this academic year  
Avg. 30. I am able to describe the skills I have and how these skills will enable me to succeed in my future education and career ch  
Avg. 16. I am able to compare and analyse the education options available to me after I successfully complete my Level 2 qualificat..  
Avg. 19. I can explain how studying at Level 3 can support me in my future career

**To use:**  
Please select a relevant School from the drop-down list above. If there is no data from your school it is possible we did not receive enough responses to our survey to provide anonymous data. If this is the case, please select a County, Local Authority, Town or Postcode Area to obtain insights into your particular geography. You can also use the map to the right for this purpose.  
Use the Level or Year Group and the filter boxes below to further filter the data by WP characteristics. Please note that some filters allow multiple selections and that all filters work in conjunction with one another.  
The plot in the middle of the screen shows how confidently your learners rated each of the Learning Objectives. The further a bar is to the left, the less confident they felt in with that statement. For your lowest rated Learning Objectives, head to the SUN Online Dashboard (<https://tinyurl.com/SUNevaluation>) to explore what activity SUN can provide to support your learners.  
For questions about this dashboard, please contact Matt Short (Project Data Analyst & Evaluation Officer) by emailing [m.short@soton.ac.uk](mailto:m.short@soton.ac.uk)

**SUN DISCOVER YOUR FUTURE**

Gender: (All) | Ethnicity: (All) | Disability: (All) | FSM: (All) | Military Family: (All) | Care Leaver or in Care: (All) | Young Carer: (All)

**Number of Learners**  
2,654

# What will success look like?

