



ASSOCIATION
OF COLLEGES

The role of 14 to 16 delivery in colleges in supporting Education, Engagement and Employability

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Overview



**14 to 16 in colleges
- data overview**

**Student profile &
work related
curriculum**

**Case Study: Leeds
city College**

14 to 16 in colleges data overview

Over 100 English colleges deliver 14 to 16 provision

Direct entry – 25 hours a week	Elective Home Education (EHE) students – up to 16 hours per week	Alternative Provision – model varies college to college and student to student
1,700 students	2,750 students	5,840 students

The young people

- Range of learners:
 - more girls than boys on occasion
 - new entrants to the country
 - high levels of need
 - some with poor behaviour
 - undiagnosed SEN
 - in/out of borough
- Vulnerable cohort
 - 'Seventy per cent of these young people would have been NEET or drop out'
 - 'Eighty eight per cent of our students are on pupil premium, nearly three quarters of them this year have a social worker attached to them'.

System level issues

'It is not about young people with 'challenging behaviour'. It is about youngsters who don't necessarily fit into mainstream schools. That may be for behaviour reasons. It may be for social and emotional problems. It may be they are part of that massive group of youngsters who schools call the invisible young people. Those youngsters who aren't going to get As Bs and Cs or are on that C-D borderline.'

Why college at age 14?

Young people who have:

- Fallen behind because of periods of ill health
- Moved family units or moved areas
- Recently arrived in the country
- Young people who feel that school is going wrong and that if I am going to get anything I need to start again
- Among girls where friendship groups broken down and looking for a fresh start
- 'Alternatives' – a name given to the girls by themselves different coloured hair, make-up clothes et al. which they are not able to do in the school setting'
- Among boys, those who have been getting into minor trouble or physically undersized or not at the same rate of adolescent development and feel they are being bullied.

A student-led curriculum related to the world of work

- 'The key point is the provision needs to be right for the individual learner'.
- Vocational offer depends on what subjects the students are interested in.
- Allocating more time for enrichment, careers and employer engagement – lots of business days, visits, embedded CEIAG
- *'All our Year 10s do a week of work experience which is non statutory in schools. Every half term we do an industry linked day. So for instance on Monday the boys in motor vehicle maintenance have an industry linked day. They can invite their parents in with their cars and they can give them a sprint check.'*

Enhanced progression opportunities

'I think some of them will stay but I hope that the motor vehicle ones, I would hope that at the end of the two years, we can get them an apprenticeship. Because that is the point, because they haven't been able to do the Level 1 or Level 2 IMI while they are at school, because schools do not have the facilities to do that. There is actually no reason they can't do it at 14 other than the fact that there are no facilities to do it. And they have to have that before they go out and get their apprenticeship, so actually regardless of what they would have been doing at school, we are hopefully saving them a year or two years at 16 because they can go and get their apprenticeship straight away.'

Leeds City College - In Context

- One of the largest FE Colleges in the UK
 - 6 key Leeds City College campuses across Leeds plus Keighley College in Bradford and Leeds College of Music
 - 2,000+ apprentices
 - Over 25,000 students enrolled
 - All ages and levels
 - Over 200 FT learners aged 14-16

Why the learners join the 14+ Apprenticeship Academy

- Better progression support
- Want to learn in smaller environment (class size)
- Fresh start – family or personal issues, mental health
- Treated like an adult
- No uniform
- Bullying experiences
- Want to be listened to

Leeds City College 14-16 cohort - 14+ Apprenticeship Academy.

- Started in 2013 for learners with a more 'Post 16 work ethic'
- 20 learners, now have over 200 FT learners
- Learners leave school and join full time at the end of Y9
- Core curriculum the same as school – only 7 GCSEs to allow for 'work' curriculum
- A minimum of 8 hours additional curriculum including a vocational subject, Business BTEC, progression and business carousels
- Work with businesses such as IBM, KPMG, PWC and many local businesses.
- A minimum of 3 weeks of work experience – depends on individual learners

Where do they go after the Academy?

- 100% progression and no NEET (Not in Education, Employment or Training) learners since the start of the Academy in 2013.
- 20% leave the Academy after Y11 to join an apprenticeship programme (Pharmacy, Administration, Catering, Engineering, Retail etc.).
- 60% continue their vocational pathway.
- 20% move to a more academic route such as the College 6 Form or to 6 Form locally in the area.
- One local business has supported the Academy with guaranteed interviews for those interested in their L2 apprentice vacancies each year.

Why are we so successful with our learners?

- Destination Led Curriculum.
- Business intelligence (Linking school to the World of Work)
- Employer Engagement
- Solving problems and issues.
- Building relationships.