

SIXTH FORM OFFER

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DfE Key Points:

- All students funded through the 16 to 19 funding methodology must be enrolled on a study programme, or T Level programme, which typically combines qualifications and other activities, and is tailored to each student's prior attainment and career goals.
- All study programmes must have a core aim^[footnote 1]. This will be tailored to the needs of the individual and typically include a substantial qualification (academic or technical) or preparation for employment. A new core aim for the [T Level Transition Programme](#) was introduced in 2020.
- 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.
- The unprecedented impact of coronavirus (COVID-19) has meant that it may be difficult for some providers to continue to organise and deliver work placements within traineeships. The reduction to a minimum of 70 hours (from 100) for traineeship work experience placements will remain in place as a flexibility until July 2022 when it will be reviewed. More detailed [information on the impact of coronavirus on work experience](#) is available on GOV.UK.
- Where the core aim of a student's supported internship has not been met due to the impact of coronavirus (COVID-19), students will be able to complete their internship in the next academic year.
- Study programmes are flexible programmes built around the needs of individual students. T Levels are different because their components are tailored to the occupational requirements of each T Level, such that they support entry to employment or to further related study. T Levels are therefore not covered by this guidance^[footnote 2].

Study programme principles

All 16 to 19 study programmes 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:

1. substantial qualifications that stretch students and prepare them for education at the next level or for employment, although this is not a requirement for the [T Level Transition Programme](#)
2. English and maths where students have not yet achieved a GCSE grade 4
3. work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions

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4. other non-qualification activity to develop students' character, broader skills, attitudes and confidence, and to support progression.

Planned hours

Each study programme will consist of a number of planned hours (meaning hours that have been timetabled and are supervised by the provider). Providers must ensure that the number of hours are realistic and deliverable.

Study programmes are designed to be full-time with a minimum of 540 planned hours per academic year (as per our funding guidance, we expect full-time study programmes for 16 and 17 year olds to be on average 600 hours). This allows sufficient time to deliver the principles above.

Part-time study programmes may be agreed where, for example, a student:

- combines part-time education with full-time employment
- has a health issue that prevents them from being in education for more than a few hours a week, or
- needs a specific small qualification or period of work experience to progress to further education or employment.

Any study programme of 150 hours or more must include English and maths where appropriate, work experience and other non-qualification activity. It is expected that programmes of less than 150 hours will also include these elements, although providers may make exceptions. Work experience, for example, may not be relevant to a student who is combining education with full-time employment.

Stafford Hall School Post-16 Offer

At Stafford Hall School, we encourage all students, regardless of their ability, to work hard and reach their full potential by providing them with a challenging curriculum that allows them to stretch themselves and meet DfE requirements. We offer a broad and balanced curriculum individually tailored to the young persons needs. The curriculum has been expanded to deliver a wide range and differentiated qualifications:

- Functional Skills Mathematics (AQA): this is for students who have not achieved a GCSE grade 4, they will receive specialist support and access to GCSE equivalants
- Functional Skills English (AQA): this is for students who have not achieved a GCSE grade 4, they will receive specialist support and access to GCSE equivalants
- Life Skills: this allows students the opportunity to learn valuable skills to help them integrate into society
- Vocational Qualifications: this will include Bike Repair, Mechanics, Multi-Trade, Catering, Hair and Beauty and Retail
- Level Two Personal Development (AQA); student will receive both RSHE and Careers Guidance

Depending on student interests, the following qualifications can be made available:

- Humanities (OCR/WJEC): Geography, History and Religious Education at Key Stage 3, Humanities; Award, Certificate, Diploma, Entry Level 1/2/3 and GCSE History
- Science AQA: Entry Level 1/2/3 and AQA GCSE Trilogy Science
- Physical Education (non-assessed): with the option for OCR (Cambridge Nationals) Sports Science
- Creative Therapy Based Learning (non-assessed): Art, Music, Design Technology, and Catering.

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