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|  |

**Appendix 1: Themes for the Survey and Interviews drawn from the Literature**

 **Review - Policy initiatives related to the Education Act 2011 –**

|  |  |
| --- | --- |
| **Emerging policy initiatives and issues 2010-2014 emanating from the Education Act 2011 -identified by the Literature Review** | **Themes used for main sections of survey and interview schedule questions**  |
| * White Paper 2011 and Education Act 2011
* Academies, Free School, Studio School open 2011-12
* EBac 2011, TechBac 2012, Tech Levels 2013
* Reduction in Section96 funded qualifications 2011-12
* Government response to Wolf Review 2012
* GCSE English and Maths until you pass 2011-12
* National Curriculum, traditional GCSE/A Level 2012
* Review GCSE/A Levels 2014
* Provision type/range offered, special projects
* Reform Performance Tables 2012
* FE funding changes, qualifications and level
* Raising the Participation Age from 2013
* Work skills and vocational provision reform 2013
* Work Training Scheme introduced 2012-13
* Youth Contract Scheme introduction 2012**-13**
* University Technology Colleges 2012-13
* Study Programmes 2012-13
* Traineeships 2013
* UKCES, commission for 16-18 skills 2012-13
* Review Apprenticeships 2013-14
* Review Vocational Education Reform 2015-16
* Troops into Teaching 2012
* Remove under-performing teachers 2012
* Scrap licence for practice FE teaching 2013
* Teachers and professional status reform
* Closure EMA 2012-13, Bursary Scheme 2012
* Closure of Connexions 2012
* Mandatory careers advice 2013-14
* Vision for modern public services 2011
* Finance and support for 16-18 learner reforms 2012
* Strategy be positive to youth 2012
* Education Training Foundation replaces LSIS 2013
* Green Paper Devolution, local community 2012
* Local Enterprise Partnerships introduced 2013
* FE Area Reviews introduced 2015
* FE and infrastructure changes/ open market policy
* ***Themes used for the questionnaire and interview schedules and topic area guides***
 | **1. FE Context, type of NEET provision (curriculum and (qualification reform), success (transition), NEET segments.** **Primary Research Question 1** **Secondary RQ1 a and b** (Secondary RQ2 a and c,  contributory)**2. FE services and financial**  **considerations (funding)** **Primary Research Question 1**  **Secondary RQ1 a and c** (Secondary RQ2 a and c,  contributory)**3. Coalition Government reform**  **policy (increased marketization)** **Primary Research Question 2** **Secondary RQ2 a and b** (Secondary RQ1 a, contributory)**4. Reform Infrastructure changes**  **(benefit analysis/** **future trends/planning/ other**  **considerations)** **Primary Research Question 2** **Secondary RQ2 a, and b** (Secondary RQ1 a and c,  contributory) |

**Appendix 2: Mixed Method Research Sequence and Strategy**

|  |  |
| --- | --- |
| **Stage 1**Questionnaire | Collects numerical data about provision for 16-18 NEET in the FE sector. The sample was drawn from FE colleges in the West Midlands Region and was recruited with support from the AoC (the Association of Colleges). Possible maximum sample size 23, yielded 30.04% response rate |
|  **Stage 2**Semi-structured interviews | Five FE colleges participated in follow-up interviews. The sample was identified by indicators derived from the questionnaire findings e.g. range of experience of 16-18 NEET provision, knowledge of the Coalition Government reforms. Categories of senior manager reflected different aspects of provision such as curriculum and finance.Sample size 5 FE senior managers fully recruited. |
| **Stage 3**Focus group discussions | Three focus groups were held with FE learners over 18 years old (with successful completion of 16-18 NEET programme and/or progressed to higher awards). A sample size of between 3-5 learners per focus group was recruited from FE providers participating in the senior manager interviews. Open-ended themes from the questionnaire data analysis informed a topic guide for this activity. Sample size 3 focus groups with 13 young people recruited. |
| **Stage 4**Telephone interviews | Five telephone interviews were held with policymakers e.g. DfE, BIS. The participants were recruited through the researcher’s professional networks. Interviews were sequenced to allow emerging findings from the questionnaire, senior manager interviews and focus group discussions to provide a stimulus for the interviews.Sample size 5 policymakers fully recruited. |

**Appendix 3: Questionnaire Template – FE College Chief Executives**

|  |
| --- |
| **Questionnaire - Further Education Sector Providers**  **-Provision for 16-18 Year Old NEET Young People****Thank you for participating in this questionnaire.**As part of an Education Doctorate in Widening Participation at Staffordshire University I am carrying out a research project about opportunities for education and training for 16-18 year old young people not in education, employment or training (NEET). The Association of Colleges (AoC) supported a pilot study for this research. I am particularly interested in gaining a perspective from the providers of 16-18 NEET provision in the FE sector because there has been little research conducted in this area. Your participation will provide important insight into the NEET context and I would very much appreciate you completing this questionnaire.This questionnaire is a small scale survey of FE providers in the West Midlands Region. It asks mainly closed questions about 16-18 NEET provision and will take approximately 20 - 25 minutes to complete. The responses are anonymous; no-one will be named or identifiable in any way in the report from this research. Participation is voluntary and is strictly confidential.Instructions for the completion of each question are written in **italics** throughout the questionnaire. **Title of Research Project: Further Education Provision for 16-18 NEET Young People: Policies and Practices within the Coalition Government’s Education Reforms.****Please submit the completed questionnaire by email to the researcher Mal McHugh.** **Email**: m001696b@student.staffs.ac.uk) **by Friday 24 April 2015** |

**SECTION 1: Factors Influencing Provision for 16-18 year old NEET Young People**

**1. How would you describe the main 16-18 year old business of the college?**

*Please tick as appropriate*

Predominantly 16-18 A Level Mainly Edexcel/BTEC or vocational provision

Apprenticeships

**2. How long has your college been delivering provision for 16-18 NEET?**

*Please tick as appropriate*

 10+ years 5-9 years 1-4 years

**3. How would you describe your 16-18 NEET provision?**

*Please tick the box which applies*

**Note**: ***16-18 learners categorised as NEET have characteristics defined as “those with few or no qualifications and those with a health problem, disability or low aspirations” (DfE, 23 August 2012).***

 Specialist provision targeted at disengaged 16-18 young people

Part of general provision for 16-18 year old young people

**4. How many 16-18 NEET learners do you recruit?**

*Please complete the table below with information about your* ***estimated*** *16-18 NEET Learner Numbers* for the past three years.

|  |  |  |  |
| --- | --- | --- | --- |
| *Recruitment*  | *Learner Numbers****2014 - 2015*** | *Learner Numbers****2013 – 2014*** | *Learner Numbers****2012 - 2 013*** |
| Number of learners that started **specialist 16-18 NEET provision** |  |  |  |
| Success Rates for learners starting 16-18 NEET specialist provision |  |  |  |
| Number of 16-18 NEET learners that started **general provision for 16-18 year olds**  |  |  |  |
| Success Rates 16-18 NEET learners starting general provision for 16-18 year olds  |  |  |  |

**5. What do your 16-18 NEET learners do when they have completed their college programme?**

 *Please answer the following questions in the form of a number which* ***you estimate*** *is closest to the exact figure, which may be a zero.*

 How many 16-18 NEET learners completing provision in summer 2014 went into employment?

How many 16-18 NEET learners completing provision in summer 2014 progressed to other education or training provision offered by the college? ...............

 How many 16-18 NEET learners completing provision in summer 2014 progressed to an Apprenticeship?

 How many 16-18 NEET learners completing provision in summer 2014 progressed into other education and training destinations?

 How many 16-18 NEET learners completing provision in summer 2014 have unknown destinations? .....

**6. What characteristics do your 16-18 NEET learners have?**

*Please complete the table below with information about the characteristics of your 16-18 NEET learners.* **Note:** **\* *BIS uses a 19 category ethnicity classification but their summary classification of White, Mixed Race, Asian or Asian British, Black or Black British or Other Ethnic Group is used in this question.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner Characteristics** | **2014 – 2015**  | **2013 - 2014** | **2012 - 2 013** |
| **16-18 NEET learners as a percentage of all 16-18 NEET starts for specialist provision****Gender****Male****Female****Other or Not declared** |  |  |  |
| **16-18 NEET learners as a percentage of all 16-18 NEET starts for specialist provision by****Ethnicity\*** **White****Mixed Race****Asian/Asian British****Black/Black British****Other Ethnic Group** |  |  |  |
| **16-18 NEET learners as a percentage of all 16-18 NEET starts for general provision****GENDER****Female****Male** **Other or Not declared** |  |  |  |
| **16-18 NEET learners as a percentage of all 16-18 NEET starts for general provision****ETHNICITY** **White****Mixed Race****Asian/Asian British****Black/Black British****Other Ethnic Group** |  |  |  |

**7. What percentage of your 16-18 NEET learners have self-declared as having a disability during 2014- 2015?**

*Please provide an* ***estimated*** *percentage.*

 Learners following16-18 NEET specialist provision during 2014-2015

 16-18 NEET learners in general provision for 16-18 year olds 2014-2015

**8. What sort of programmes (qualifications and curriculum) does your college provide for 16-18 NEET young people?**

***Please tick all responses that apply.***

|  |  |  |
| --- | --- | --- |
|  1 | Pre-entry, Entry, Level 1 and Entry Level forms the majority of provision. |  |
|  2 | Employability, Preparation for Work and Life Skills or other Entry/level 1 qualification.  |  |
|  3 | Pre-Apprenticeship programmes at Level 1  |  |
|  4 | Many learners take short qualifications in English and Maths  |  |
|  5 | Some learners take ‘stepping stone’ provision – Functional Skills, English and Maths |  |
|  6 | Many learners take GCSE English and Maths qualifications |  |
|  7 | Some take other GCSE qualifications |  |
|  8 | Few take GCE A Levels or BTEC qualifications at level 3 |  |
|  9 | Some take BTEC qualifications Level 2  |  |
| 10 | Many take short multi-skills or taster programmes and progress to other courses  |  |
| 11 | Many take programmes with work experience and/or voluntary work practice |  |
| 12 | Many do a foundation with a mix of vocational skills, personal & social development and short qualifications in English and Maths  |  |
| 13 | 16-18 NEET programmes use a personalised learning approach |  |
| 14  | Other …please specify |  |

1. **What sort of provision works best for the majority of 16-18 NEET learners?**

***Please tick all responses which apply***

|  |  |  |
| --- | --- | --- |
| 1 | Short skill development taster programmes with progression to other courses |  |
| 2 | Programmes in vocational skills practice and/or work experience |  |
| 3 | Programmes with functional skills or alternative qualifications in English or Maths |  |
| 4 | Programmes with a mix of vocational skills and Entry or Level 1 qualifications |  |
| 5 | Long programmes tailored to individual learner needs |  |
| 6  | Other …please specify |  |

**SECTION 2: Funding 16-18 NEET Provision**

**10. Does the college run only Government funded provision for 16-18 NEET learners?**

 *Please put a tick the box or fill in.*

 Yes No

 ***If no, please provide details***

…………………………………………………………………………………………………………………………………………….

1. **What level of Government funding for 16-18 NEET provision has the college received over the last three years (2012- 2013 to 2014-2015)?**

 ***Please tick only one box.***

|  |  |
| --- | --- |
| The level of Government funding has remained about the same |  |
| The level of Government funding has increased |  |
| The level of Government funding has decreased |  |
| Other please write in |  |

**12. Does Coalition Government policy make funding and support for 16-18 NEET learners more challenging for Further Education providers?**

 ***Please tick the box in a column that applies****.*

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Yes | No | Don’t Know |
| Reductions in Additional Learning Support |  |  |  |
| Loss of the National Connexions Service |  |  |  |
| Introduction of Bursary Fund |  |  |  |
| Less support for travel to study costs for learners |  |  |  |
| Reduction in funded qualifications at Entry/Level 1, section 96 |  |  |  |
| General cuts in Government funding for 16-18 FE provision (*8% lower in real terms in 2013-14 than spending in 2010-11\*).*  |  |  |  |
| Commissioned funding for the Youth Contract Scheme |  |  |  |
| Introduction of Traineeships |  |  |  |
| Introduction of the Study Programme with work experience |  |  |  |
| English and Maths GCSE/ equivalent as a requirement for all 16-18 provision |  |  |  |
| Other …please specify |  |  |  |

**\*** *Public Accounts Committee Report (22 January 2015)*

**SECTION 3: Coalition Government Reform Agenda - NEET Initiatives**

**13. Has the college experienced any increased competition from other providers of 16-18 NEET provision over the past three years?**

 Yes No

 If yes, *please tick a box in a column that applies such as, a high increase, medium increase or a low increase in competition.*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  High | Medium |  Low |
| Academies |  |  |  |
| Free Schools |  |  |  |
| Sixth Form Colleges |  |  |  |
| Technology Colleges (UTCs) |  |  |  |
| Private Training Providers |  |  |  |
| Business/ Employer Providers  |  |  |  |
| Further Education Providers in the Region |  |  |  |
| Charitable and Voluntary Sector Providers |  |  |  |
| Commissioning - Collaborative Partner Providers |  |  |  |
| Other please specify |  |  |  |

**14. Which of the following Coalition Government 16-18 NEET initiatives is the college providing in 2014-2015?**

*Please tick all relevant boxes*

|  |  |
| --- | --- |
| Youth Contract Scheme |  |
| Study Programmes |  |
| Traineeships |  |
| Other *please specify* |  |

**15. *Please rate your institution in relation to the following statements by ticking the scale: 1= Strongly Disagree; 2=Disagree; 3= Agree; 4=Strongly Agree****.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Do you think that in your college** | **1** | 2 |  **3** | **4** |
| Lecturers delivering 16-18 NEET provision should hold a professional teaching qualifications |  |  |  |  |
| The quality of vocational skills provision for 16-18 NEET is the same or better than it is for adults?  |  |  |  |  |
| Local employers and industry have the capacity for all 16-18 NEET learners to have extended work experience? |  |  |  |  |
| Recruiting more college Governors from business and industry will increase an enterprise culture and provide wider employment opportunities for 16-18 learners? |  |  |  |  |
| The Government’s commitment to raising the participation age policy will lead to the warehousing of some 16-18 NEET young people who do not want to be in education or training? |  |  |  |  |
| The pace and rate of recent Government reform has been too much too fast for some college staff? |  |  |  |  |

**SECTION 4: Coalition Government Education Infrastructure Changes**

**16. Local Enterprise Partnerships with funding to develop the local skills strategy will**

 **Improve opportunities for 16-18 NEET provision in FE**

***Circle one number***

 *1 2 3 4 5 6*

strongly \_ \_ \_ \_ \_ \_ strongly

 agree disagree

**17.** **Does your college work with Local Enterprise Partnerships?**

 ***Please put a tick in the box.***

 Yes No

 If yes, please provide brief details of how it works with Local Enterprise Partnerships

………………………………………………………………………………………………………………………………….……

……………………………………………………………………………………………………………………………………….

**18. Please place in rank order of the most to least important, by putting the position of (1-5) against each of the following statements, number 1 being the most important and number 5 being the least important.**

More competition for the 16-18 NEET market will improve the quality of provision [ ]

Programmes which increase skills directly improve young people’s employment [ ]

FE should have more say in Government decisions about 16-18 NEET provision [ ]

Increased Government funding is key to improving success of 16-18 NEET provision [ ]

Young people should have more of a say and their perspective should be listened by Government [ ]

**Thank you very much for your help.**

**Please email your completed questionnaire to:**

**Mal McHugh, Email**: m001696b@student.staffs.ac.uk **by Friday 24 April 2015**

**Contact number**: 0121 4422118

**Follow on research activity summer 2015**

**The questionnaire is part of wider research activity which I am doing during 2015.**

**I want to follow up this questionnaire with some interviews and focus groups.**

There is an opportunity for five FE Colleges to participate in this follow-on research. You will be contacted if you would be willing for senior managers representing curriculum, finance and business to participate in interviews. The interviews will be arranged at a time and place to suit you and will last no longer than 25- 30 minutes each. It would also be extremely valuable to hold one small focus group discussion; if this is possible, with 3-5 young people who have experienced NEET provision and made successful progression. The focus group will be arranged through you and be held at a time suit you and your learners on your premises and will last no longer than 35 minutes.

Participation is voluntary and strictly confidential, and those participating in the interviews and focus groups can give as much or as little information as they wish. And they have the right to withdraw at any part of the process. No-one will be named or identifiable in any way in the report from the study.

If you are willing to participate in the follow-on research, then I will provide you with further information about what is involved, and make arrangements for the interviews and/or focus group.

**Thank you for your time reading this and considering taking part in the follow-on research. If you do not want to participate I would like to thank you for your attention.**

*…………………………………………………………………………………………………………….*

***Please circle below if you would be willing to participate in follow-on research*.**

**I am willing/ not willing for the college to participate in the follow-on research**

**Name: ……………………………………………………………………………..**

**Telephone number: ……………………………………………………….…**

**Email address: ………………………………………………………………….**

**Please email your completed questionnaire to:**

**Mal McHugh, Email**: m001696b@student.staffs.ac.uk **by Friday 24 April 2015**

**Contact number**: **0121 442 2118**

**Appendix 4: Matrix of Research Questions and Survey Questions**

|  |  |
| --- | --- |
| ***Primary Research Question 1******Secondary Research Questions***Questionnaire : Qu.4,5, 6,8,11,12,15Questionnaire: Qu. 1,2,3,4,7Questionnaire : Qu.4,5, 6, 8, 11,12,15***Primary Research Question 2******Secondary Research Questions***Questionnaire: Qu.8, 9, 10, 12, 15, 16, Questionnaire: Qu.5,7,10,11,12,13,14, 17 | ***Qu.1.******What factors influence 16-18 year old participation in FE provision?*** 1. *What type of FE provision works for 16-18 NEET and best sustains engagement and why?*
2. *In what ways do gender, ethnicity disability or social class affect the opportunities available to 16-18 NEET?*
3. *What are the barriers that NEETs face when seeking transition to further education, employment or training?*

***Qu.2****.* ***In what ways are the Coalition Government’s education reform policies affecting provision for 16-18 NEET in the FE sector?***1. *What is the impact of the Coalition Government’s education reform initiatives on 16- 18 NEET engagement in FE?*
2. *How are the Coalition Government’s education reform policies affecting the viability of 16-18 NEET provision in the FE sector?*
 |

**Appendix 5: Interview Schedule, Semi-structured Interviews, FE Senior Managers**

 **16-18 NEET Provision in the FE Sector**

**Preamble:**

Thank you for being willing to participate in this interview survey. As part of an Education Doctorate in Widening Participation at Staffordshire University I am interested in current opportunities for education and training for the 16-18 year olds who are not in education, employment or training (NEET). This interview survey is part of a four strand research project. The survey aims to gain information and understanding about factors and issues associated with the take-up of provision by 16-18 year old NEET. This includes the relationship between changing Government education policy, Further Education provision and 16-18 NEET participation. I am especially interested in gaining a perspective from the providers of NEET provision from the Further Education sector. There has been little research conducted on NEET provision in Further Education or the qualification and curriculum offer for these young people. This area has significance for 16-18 year old NEET life chances. Your participation as senior manager practitioners in Further Education will provide important insight into the NEET context and I very much appreciate you sharing your thoughts and to feeding into this study.

**Specific research question:**

What factors influence the high non-participation rate for 16-18 year olds categorised as NEET and how do Coalition Government education reforms impact on 16-18 NEET provision in the Further Education sector?

**Guidance notes for interviewer:**

* Each interviewee will be informed of the confidentiality of their interview. Participation is voluntary and they do not have to answer questions if they do not wish to do so. They have a right to withdraw at any part of the interview and to ask for the ‘tape’ to be switched off at any time during the interview.
* The interview schedule is organised by the main questions followed by further prompts or probes. These will not be needed if the interviewee covers these points in their response to the main question.

|  |  |  |
| --- | --- | --- |
| **Framework of organisation for interviews –4 main sections of topic areas** | **Main questions followed by prompt or probe**  | **Notes**  |
| **Section 1** **Further Education NEET****Context**  | **Pre-amble – Can you tell me about your role in terms of 16-18 NEET provision?****Question omitted if information is known prior to the interview****QU.1 As you know, I am interested in 16-18 NEET provision. How much experience does the college have of this provision?** *Specific Prompts: a) 0-5 years b) 6-* *10 years c)other* **QU.2 Would you say the college has large cohorts of 16-18 provision?** *Specific Prompts: a)large b)small*  *c)not well established d)other**Probe: Expand part of the specific*  *prompt checklist in more detail***QU.3 Could you tell me if there has there been any difference with the recruitment of 16-18 NEET learners for this academic year 2014-2015?**  **What sort of difference has there**  **been?** **S***pecific prompt: a)under target*  *b)over target c)different type of*  *NEET d)recruitment process e) other*  *Probe: Tell me more about*  *Differences relating to recruitment of* *16-18 NEET young people* **QU.4 What do you see as being key factors or issues influencing the recruitment of 16-18 NEET young people?***Specific prompt: a)changing target* *market b) increased competition* *from other providers c)college*  *capacity or business decision d)*  *factors to do with the young people**probe: Extend detail from the* *Prompt checklist* | NEET role:Curriculum manager, finance manager, otherprovision experienceprovision sizeother, reasonsReasons for differenceOtherRange of factors/ issues |
| **Section 2** **NEET provision, curriculum and qualifications** | **QU.5 Can you tell me about the ‘level’ of provision the college offers for 16-18 NEET learners?** *Specific prompt: a) Entry Level*  *b)Level 1 c)Level 2 d)other*  *Probe: Explain more about the*  *provision level, 16-18 NEET ability*  *and choice of college programme e.g.*  *whether NEET have the same*  *opportunities for study as other16-* *18 students***QU.6 What type of Government funded provision is available for 16-18 NEET at the college?***Specific Prompt: a) vocational*  *qualifications b) BTEC awards*  *c) traditional GCSE/GCE d)Study*  *Programmes e)Traineeships* *f)other*  *Probe: More information about*  *provision types, qualification* *types and take- up by 16-18 NEET if*  *required***QU. 7 Do you provide other types of vocational education, alternative curriculum or training for 16-18 NEET?****If so, what is involved in and are programmes accredited?**  *Specific Prompt: a)length of course*  *b)roll-on roll c) taster*  *c)work experience/ related*  *d) college certificated e) accredited* *f) not certificated or accredited*  *g)Youth Training Scheme* *Probe: Tell me more detail about the*  *purpose of this provision and how it*  *benefits 16-18 NEET?***Or, why are other types of vocational education, alternative curriculum or training not available for 16-18 NEET?***Specific Prompt: a)no demand*  *b)cost c)value d) other* *Probe: Could you say some more about* *this?* **QU.8 Can you tell me about the sort of success and progression made by your 16-18 NEET learners?** *Specific prompt****:*** *a) to a level 2 or*  *level 3 award b) GCSE/GCE* *c))to an Apprenticeship d)enter*  *employment e)to employment with* *training f) other* *Probe: Can you say more about 16-* *18 success rates or drop-out?*  | Provision levelNEET abilityChoice Provision typeRange of provision Amplification if required   AmplificationAmplifyAmplify success rates destinations |
| **Section 3****College services and financial considerations** | **QU.9 Do you feel that 16-18 NEET provision is one of the college’s high priorities?***Specific Prompt: a) high b) low c) a*  *college NEET strategy d)local priority*  *area e) other* *Probe****:*** *Anything else you would like to*  *add***QU.10 Can you tell me if the college has developed any particular or new delivery methods for 16- 18 NEET provision?** *Specific Prompt: a)flexible delivery*  *b)personalised learning c) use of*  *activity agreements d)staff*  *development or work related CPD*  *e)other*  *Probe****:*** *Can you elaborate on these*  *methods?***QU.11 Do you know if the closure of the Education Maintenance Allowance and introduction of a Bursary Fund from 2012 has affected 16-18 NEET cohorts?***Specific Prompt: a)increased NEET*  *drop-out b)no impact*  | *Amplify if needed**Any implications**Amplification*  |
| **Section 4** **Coalition Government education reforms** | **QU.12 Do you know if the college is making any changes to its provision for 16-18 NEET for the next academic year, 2015-16?****If so, what type of changes will be made and why?** *Specific prompt: a) changed*  *qualification offer b) withdrawn some* *provision c) new partnerships for*  *Traineeships or YCS d)staff or*  *resource issues e) other* *Probe: Is there anything else you would* *like to add?***QU.13 Do you feel the Coalition Government education reforms have played a part in any changes being made to the 16-18NEET provision?** *Prompt: Any other factors involved?* *Probe: Tell me more about how they*  *may affect 16-18 NEET***QU.14 What sort provision do you think is most suitable for 16-18 NEET?** *Specific prompt: a)Activity*  *Agreements b)Entry and Level 1*  *vocational qualifications d)local*  *college certificated programmes*  *f)BTEC awards f)GCSE/GCE*  *g)Traineeships e)other* *Probe: Tell me more about what are* *the key factors for you when you*  *think about what provision best*  *engages 16-18 NEET?***QU.15 Do you think that Traineeships are of benefit for 16-18 NEET?** *Prompt: Any other factors you would*  *like to mention* *Probe: Could you explain more about*  *16-18 NEET Achievement?***QU.16 What future plans if any, do you have for 16-18 NEET provision given the Coalition Governments policy of ‘Education for the Economy’ and its introduction of Local Enterprise Partnerships to lead on skills in local areas?***Prompt: Any advantages and* *challenges of change* *Probe: Tell me more information about* *any change* | Amplify if requiredTypesAmplify if neededAmplify engagement best suitedAmplifyPlans/ no plansChange issues positive/ negative |
| **Section 5****Closing Questions** |  **Is there anything else you want to say about this topic that I have not asked you?**  **Is there anything that you want to ask me?** **Finally thank you very much for your time and help in supporting this research.** | **Amplify****Amplify** |

**Appendix 6: Semi-structured Interview Questions – Mapping of Topic Themes and Research Questions**

|  |  |
| --- | --- |
| **Framework for the interviews 4 main topic theme sections mapped and research questions mapped** | **Questions – senior Managers Further Education**  |
| **TOPIC THEME 1** **Further Education NEET****Context, type of****NEET provision, curriculum and qualifications****Primary Research Question 1**Secondary RQ1 a, b, c. (Secondary RQ2 a. contributory) | QU.1. Could you tell me if there has been any difference in the recruitment of 16-18 NEET provision over the past 2/3 years?QU.2 What do you see as being the key issues influencing the recruitment of 16-18 NEET young people?QU.3 What type of Government funded provision is available for 16-18 NEET learners?QU.4 Do you provide other types of vocational education, alternative curriculum or training for 16-18 NEET?QU.5 Can you tell me about the sort of success and progression made by your 16-18 NEET learners? |
| **TOPIC THEME 2****FE services, support and financial considerations (funding)****Primary Research Question 1** Secondary RQ1 a and c (Secondary RQ2 a and b  contributory) | QU.6 Do you feel that 16-18 NEET provision is one of the College’s high Priorities?QU.7 Can you tell me if the College has developed any specialist or new delivery methods for 16-18 NEET provision?QU.8 Do you know if the closure of the EMA form 2012 has affected 16-18 NEET cohorts? |
| **TOPIC THEME 3****Coalition Government Reform Policy (increased marketization etc.)****Primary Research Question 2** **Secondary RQ2 a, b.** (Secondary RQ1 a, c contributory) | QU.9 Do you feel the Coalition Government reforms have played a part in any changes you have made to 16-18 NEET Provision?QU.10 What sort of provision do you think is most suitable for 16-18 NEET?QU.11 Do you think Traineeships are of benefit for 16-18 NEET young people? |
| **TOPIC THEME 4****Reform infrastructure changes, benefit analysis and future trends, planning / other considerations** **Primary Research question 2** **Secondary RQ2 a, b.** (Secondary RQ1 a, c,  contributory) | QU.12. What future plans if any, do you have for 16-18 NEET provision given the Governments introduction of LEPs to lead on skills in local areas?QU.13 Anything like to say that have not been asked |

**Appendix 7: Focus Group - Topic Area Guide and Questions**

|  |  |
| --- | --- |
| **Topic Area and Questions** | **Research Questions Mapped** |
| **a. Topic Area: Recruitment.** **College provision is geared to what 16-18 NEET**  **young people need and is attractive**1. Can you tell me a little bit about joining

 your NEET programme at college?1. What would you say attracted you to your

 programme?  | Primary RQ 1 Why do so many 16-18 year olds continue not to engage in education, employment or training?Secondary RQ1b In what ways does gender, social class, ethnicity, disability affect the opportunities available to 16-18 NEET?Secondary RQ1 c What are the barriers that NEETs face seeking transition to further education, training or employment? |
| **b. Topic Area: Provision Type.** **Does a mix of vocational study and work**  **experience work best?**1. Can you tell me the about the sort of things

 you studied?1. Was there any work practice or work

 Experience, If so, was this useful for you? | Primary RQ 1 Why do so many 16-18 year olds continue not to engage in education, employment or training?Secondary RQ1 Secondary RQ1a. What type of provision works for 16-18 NEET and best sustains engagement? |
| **c. Topic Area: Value and Progression.**  **Young people enjoy learning on 16-18 NEET**  **provision and stay engaged in education.**1. Can you tell me the about your programme? (timetable, organisation personal tutor)
2. What do you feel you most enjoyed about your programme?
3. Why you decided to stay education??
 | Primary RQ 1 Why do so many 16-18 year olds continue not to engage in education, employment or training?Secondary RQ1 Secondary RQ1a. What type of provision works for 16-18 NEET and best sustains engagement? |
| **d. Topic Area: Benefits and Improvements.** **Provision has benefits but more can be done to**  **increase 16-18 engagement in education.**1. Can you say what more could be done to encourage other young people to join similar programme to yours?
2. Would recommend your programme to your friends or other young people?
 | Primary RQ 2 How are the Government’s education reform policies affecting provision (opportunities) for 16-18 NEET young people in the FE sector? Secondary RQ2.a. In what ways are the Coalition Government’s education reforms initiatives impacting on 16-18 NEET engagement in Fe provision?Secondary RQ2.b. How are the Coalition Government’s education reform policies affecting the viability of 16-18 NEET provision in the FE sector?  |

**Appendix 8: Telephone Interview Schedule for Policymakers –**

 **Themed Topic Areas and Questions**

Four themed Topic Areas with related questions were devised for the interviews. These drew on themes identified by the Literature Review, follow-on issues emerging from the survey results and anticipated themes or issues from the interviews with FE senior managers. The Topic Areas and questions were thematically mapped to the research questions.

|  |  |
| --- | --- |
| 1. **Themed Topic Areas and Questions**
 | **Research Question Mapped** |
| 1. **Reform changes, benefits and challenges for 16-18 NEET participation.**
2. Can you tell me about the Government’s closure of the National Connexions Service for 14-18 year olds from 2013?
3. Do you feel the new Bursary Scheme compares well to the Education Maintenance Allowance in supporting 16-18 NEET young people in learning?
 | Primary RQ 1 Why do so many 16-18 year olds continue not to engage in education, employment or training? Secondary RQ1c. What are the barriers that NEETs face when seeking transition to further education, training or employment? Primary RQ 2 How are the Coalition Government’s education reform policies affecting provision opportunities for 16-18 NEET young people in the FE sector? |
| 1. **FE funded provision – curriculum and qualifications.**
2. What do you feel about the Coalition Government’s emphasis on the achievement of GCSE grade C in English and Maths for all 16-18 year olds?
3. Can you say more about vocational qualifications for 16-18 NEET young people over the past 3 years and what the 2015 Vocational Reform Programme might hold for them?
4. Do you think there is any value in developing a national pre-Apprenticeship programme at Level 1 which targets 16-18 NEET young people?
 | Primary RQ 1 Why do so many 16-18 year olds continue not to engage in education, employment or training?Secondary RQ1 a. What type of provision works for 16-18 NEET young people and best sustains engagementSecondary RQ1c. What are the barriers in transition to employment, further education or training?Primary RQ 2 How are the Coalition Government’s education reform policies affecting provision opportunities for 16-18 NEET young people in the FE sector?  |
| 1. **Increased Government marketization of the 16-18 NEET offer and Government’s education for the economy policy.**
2. Can you tell me more about diversity in providers of 16-18 NEET provision such as Academies, Free Schools and UTCs over the past 3 years?
3. What do you feel about the Traineeship initiative and the increased amount of work experience / employer involvement generated by the Study Programme and the UKCES Employer Ownership Partnership?
 | Primary RQ 2 How are the Coalition Government’s education reform policies affecting provision opportunities for 16-18 NEET young people in the FE sector?Secondary RQ2a. What is the impact of the Coalition Government’s education reform policies on 16- 18 year old NEET engagement in FE? |
| 1. **Reform infrastructure changes and future policy changes.**
2. What do you think about Local Enterprise Partnerships leading on skills in local areas and managing ESF funding for 16-18 NEET provision from 2015?
3. Can you tell me your views about the reductions in 16-18 funding for FE in the 2015 Letter of Grant?
 | Primary RQ 2 How are the Government’s education reform policies affecting provision opportunities for 16-18 NEET young people in the FE sector? Secondary RQ2b. How are the Coalition Government’s education reform policies affecting the viability of 16-18 NEET provision in FE sector?  |

**Appendix 9: AoC Briefing Paper to Chief Executives of FE colleges in the**

 **West Midlands Region.**

**16-18 Year Old Young People Not In Education, Employment or Training (NEET)**

As part of an Education Doctorate at Staffordshire University I am researching current opportunities for education and training for the 16-18 year old NEET young people.

**Title of Research Project:** Further Education Provision for 16-18 NEET Young People: Policies and Practices within the Coalition Government’s Education Reforms.

**What is the research project about?**

The research aims to identify factors influencing the take-up of provision in FE by 16-18 year old NEET. It explores the relationship between changing Government education policy and 16-18 NEET participation. The study seeks to gain perspectives from the providers of NEET provision in the FE sector. This area is topical with the introduction of a new National Curriculum in 2013 and wide-ranging proposals evident in the launch of Local Enterprise Partnerships, the Study Programme and Traineeships in 2013-14.

**Why you have been invited to take part.**

You have been invited because the research project concerns provision in the FE sector. The Association of Colleges (AoC) supported a pilot study for this research in the West Midlands region in 2013.

**What can be expected if you choose to take part?**

You will be required to complete a questionnaire in October 2014 that will ask questions about 16-18 NEET provision. It will take approximately 15 minutes to complete. The questionnaire responses are anonymous.

There will be an opportunity for you to be contacted to provide nominees to participate in follow up one-to-one interviews. Nominees need to possess the following type of attributes; substantial understanding of 16-18 NEET curriculum, finance or management experience and be ‘knowledgeable’ about education reform policy. The interviews will be arranged at a time and place to suit us both betweenFebruary-March 2015, and will last no longer than 30 minutes each.

It would also be extremely valuable to hold one small focus group; if this is possible, with 3-5 young people who have experienced NEET provision and have progressed into further education or training. The focus group will be arranged through you and be held at a time suit you and your learners on your premises. The focus group will last no longer than 45 minutes. Telephone interviews will be held with policy makers/ key stakeholders in summer 2015.

**Taking part**

Participation is voluntary and is strictly confidential. Nominees for interviews and/or participants in the focus group can give as much or as little information as they wish. And they have a right to withdraw at any part of the process. As no personal details, names or settings are required, the information you provide on the questionnaire, in the interviews and the focus group will remain anonymous. It will not be possible to trace the findings presented in the final dissertation or any other associated materials to you or your setting.

**What happens to data collected?**

Your responses will be coded and the data will be analysed in order to help answer the research questions. The findings will be presented in a written dissertation and presentation materials to be submitted to the University as part of the assessment of my award. All the information will be stored securely in accordance with the data protection act. A summary report will be circulated to all nominees and participating organisations.

**What happens if I do not want to take part in the research?**

Participation in the research is entirely voluntary and your decision will be respected.

**What happens next?**

If you decide to participate, you will be sent an information sheet to keep and asked to sign a consent form for the questionnaire. Then you will be given the questionnaire to complete. You are not obliged to take any further part in the research unless you choose to. It is your right to change your mind at any time during the process, you will not be asked to give a reason and your decision will be respected.

A request form will be sent to Chief Executives of Further Education colleges to invite them to participate in the interviews and focus group activity. The researcher will make contact to confirm their nominees for the interviews and then contact the nominees to discuss the study and to make arrangements for interviews and/or focus group.

**What if something goes wrong?**

If there are any problems during the research process, either with the way it been conducted or the way you have been treated, then you can contact me or my University Supervisor. If you are still unhappy then you can contact the University Registrar and Secretary. All contact details can be found at the end of the sheet.

**What happens now?**

If you are happy to participate please email the researcher by 20July 2014 at: m001696b@student.staffs.ac.uk Further Information about the research and consent form will then be sent by letter to the Chief Executive of Further Education organisation.

**Thank you for your time reading this Briefing and considering taking part in the research. If you not want to participate I would like to thank you for your attention**

**If you have any further questions about the research.**

If there is anything you would like to discuss in more detail, then please do contact me directly. I would be pleased to answer your questions

**Research Supervisor:** Professor Tehmina Basit

Telephone:+44 (0)1782 294242 Email: t.n.basit@staffs.ac.uk

**Researcher:** Marilyn McHugh

Telephone: 0121 442 2114 Email:m001609b@student.staffs.ac.uk

**Appendix 10: Project Information Sheet Survey – Chief Executives FE**

 **colleges and Informed Consent Form**

**16-18 Year Old Young People Not In Education, Employment or Training (NEET)**

As part of an Education Doctorate at Staffordshire University I am researching current opportunities for education and training for the 16-18 year old NEET young people.

**Title of Research Project:** Further Education Provision for 16-18 NEET Young People: Policies and Practices within the Coalition Government’s Education Reforms.

**What is the research project about?**

The research aims to identify factors influencing the take-up of provision in FE by 16-18 year old NEET. It explores the relationship between changing Government education policy and 16-18 NEET participation. The study seeks to gain perspectives from the providers of NEET provision in the FE sector. This area is topical with the introduction of a new National Curriculum in 2013 and wide-ranging proposals evident in the launch of Local Enterprise Partnerships, the Study Programme and Traineeships in 2013-14.

**Why you have been invited to take part.**

You have been invited because the research project concerns provision in the FE sector. The Association of Colleges (AoC) supported a pilot study for this research in the West Midlands region in 2013.

**What can be expected if you choose to take part?**

You will be required to complete a questionnaire in **October 2014** that will ask questions about 16-18 NEET provision. It will take approximately 15 minutes to complete. The questionnaire responses are anonymous.

There will be an opportunity for you to be contacted to provide nominees to participate in follow up one-to-one interviews. Nominees need to possess the following type of attributes; substantial understanding of 16-18 NEET curriculum, finance or management experience and be ‘knowledgeable’ about education reform policy. The interviews will be arranged at a time and place to suit us both between**January-March 2015,** and will last no longer than 30 minutes each.

It would also be extremely valuable to hold one small focus group; if this is possible, with 3-5 young people who have experienced NEET provision and have progressed into further education or training. The focus group will be arranged through you and be held at a time suit you and your learners on your premises. The focus group will last no longer than 45 minutes. Telephone interviews will be held with policy makers/ key stakeholders in summer 2015.

**Taking part**

Participation is voluntary and is strictly confidential. Nominees for interviews and/or participants in the focus group can give as much or as little information as they wish. And they have a right to withdraw at any part of the process. As no personal details, names or settings are required, the information you provide on the questionnaire, in the interviews and the focus group will remain anonymous. It will not be possible to trace the findings presented in the final dissertation or any other associated materials to you or your setting.

**What happens to data collected?**

Your responses will be coded and the data will be analysed in order to help answer the research questions. The findings will be presented in a written dissertation and presentation materials to be submitted to the university as part of the assessment of my award. All the information will be stored securely in accordance with the data protection act. A summary report will be circulated to all nominees and participating organisations.

**What happens if I do not want to take part in the research?**

Participation in the research is entirely voluntary and your decision will be respected. **What happens next?**

If you decide to participate, you will be sent an information sheet to keep and asked to sign a consent form for the questionnaire. Then you will be given the questionnaire to complete. You are not obliged to take any further part in the research unless you choose to. It is your right to change your mind at any time during the process, you will not be asked to give a reason and your decision will be respected.

A request form will be sent to Chief Executives of Further Education colleges to invite them to participate in the interviews and focus group activity. The researcher will make contact to confirm their nominees for the interviews and then contact the nominees to discuss the study and to make arrangements for interviews and/or focus group.

**What if something goes wrong?**

If there are any problems during the research process, either with the way it been conducted or the way you have been treated, then you can contact me or my University Supervisor. If you are still unhappy then you can contact the University Registrar and Secretary. All contact details can be found at the end of the sheet.

**What happens now?** If you are happy to participate please email the researcher by 20July 2014 at: m001696b@student.staffs.ac.uk Further Information about the research and consent form will then be sent by letter to the Chief Executive of Further Education colleges.

**Thank you for your time reading this Briefing and considering taking part in the research. If you not want to participate I would like to thank you for your attention. If you have any further questions about the research.**

If there is anything you would like to discuss in more detail, then please do contact me directly. I would be pleased to answer your questions

**Research Supervisor:** Professor Tehmina Basit

Telephone:+44 (0)1782 294242 Email: t.n.basit@staffs.ac.uk

**Researcher:** Marilyn McHugh

Telephone: 0121 442 2114 Email:m001609b@student.staffs.ac.uk

**Informed Consent Form (Questionnaire) - FE college Chief Executives**

**\*The same format is used to accompany all the interview Project Information**

**Sheets and therefore this form will not be duplicated.**

**Title of** Research **Project:** Further Education Provision for 16-18 NEET Young People: Policies and Practices within the Coalition Government’s Education Reforms**.**

**Aims of the investigation:** To investigate factors affecting the high non-participation rate for 16-18 year old young people, and the impact of the Coalition Government’s education reforms on 16-18 NEET provision in the Further Education (FE) sector.

**Name of researcher:** Marilyn McHugh

1. I confirm that I have read and understand the Project Information Sheet about the above research project.
2. I have been given the opportunity to ask questions.
3. I understand that I am becoming involved in this project voluntarily and that I have

 the right to withdraw at any time without providing reasons and without my rights

 being affected.

1. I understand that I can choose to leave any questions unanswered.
2. I understand that all data will remain anonymous and that all confidentiality procedures have been explained.
3. I understand that personal information may be looked at by researchers or responsible individuals.

***Participant:***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_

**Name of Participant Signature Date**

***Researcher:***

Marilyn McHugh \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_

**Name of Researcher Signature Date**

**Appendix 11: Project Information Sheet FE Learners**

 **Focus Group Discussions**

**Dear Student**

**Doctor of Education in Widening Participation**

I am currently studying at Staffordshire University on the above award and as part of my studies I am carrying out a research project. I feel that my research is on a topic relevant to your own learning experience and studies and would like to ask you to participate in a group session with 3-4 other students at your college. It is important that you understand why the research is being carried out and what it involves before you decide to contribute.

Please could you carefully read the following information and discuss it with others if you wish. If there is anything that you would like to know, do not hesitate to contact me before coming to a decision. Many thanks for your time in reading this information sheet. I have provided the following information for you to consider and if there is anything that you would like clarified, do not hesitate to contact me before coming to a decision.

**Who will conduct the research?**

Mrs M McHugh, a student at Staffordshire University.

**Title of Research: Further Education Provision for 16-18 year old NEET Young People: Policies and Practices within the Coalition Government’s Education Reforms.**

**Why have you been chosen?**

You have been chosen because you have studied on a course for 16-18 year olds in Further Education.

**What can be expected if you choose to take part?**

You will be invited to join a focus group with 3-4 other students who have also completed a Further Education course. The researcher will ask the group questions about your experience on your first college course such as, what you liked about it, what could have been changed and how it may have helped you make choices about staying on in education or training.

**Taking part.**

Your taking part is voluntary and strictly confidential. You can give as much or as little information as you wish. You do not have to answer the questions if you choose not to and have a right to withdraw at any part of the group session. No-one will be named or identifiable in anyway and anything you do say will be anonymous.

**What happens to the information collected at the focus group?**

Your responses will be coded and the information will be considered so it can help me with my research. The findings will be presented in my written work which will be submitted to the university as part of the assessment of my award. Your written comments may be quoted anonymously but the information will be stored securely in accordance with the data protection act and held separately to your consent forms in locked storage. It will be kept for 12 months after the completion of the research and then destroyed and disposed of as confidential waste.

**What happens with regards to confidentiality?**

No personal student details are recorded. You will be given a code number to record comments made but your responses, the name of your college and any other people in it will not be revealed to anyone. Any information you provide in the focus group will remain confidential and it will not be possible to trace the findings presented in my research or any other associated materials to you or your college.

**How long is the focus group and where will it be held?**

The focus group will last no longer than 45 minutes and it will be held at the College in the spring term of 2015.

**What happens if I do not want to take part in the research?**

Participation in the research is entirely voluntary and your decision will be respected. Your decision will not disadvantage you in any way. If you decide to participate, you will be given this information sheet to keep and asked to sign a consent form. You are not obliged to take part in the research unless you choose to. It is your right to change your mind at any time during the process, you will not be asked to give a reason and your decision will be respected. Any information collected will be removed from the research and deleted upon request.

**What are the benefits?**

There will be no direct benefits to those who participate in this research. The main aim of the research is to enhance the quality provision for young people by adding to understanding of the students experience in the Further Education sector.

**Will the outcomes of the research be published?**

The research is part my Doctorate in Education and will be presented in a report that I will submit to Staffordshire University in March 2016. A reference copy will be available in the University library. If you would like to request a copy, one will be available to you.

**How has ethical procedures been carried out and by whom?**

The Staffordshire University Ethics Review Procedure has been followed and the research methodology approved by the Faculty of Business, Education and Law Ethical Review Panel.

**What happens now?**

If you are interested in this topic related to your own learning experience and studies and are happy to be part of a focus group, please read and sign the attached consent sheet and return it to me. You will receive a signed copy to keep. I will keep the original in a secure file.

**Thank you for your time reading this information sheet and considering taking part in the research.**

**Research Supervisor:** Professor Tehmina Basit Telephone: +44 (0)1782 294242

 Email: t.n.basit@staffs.ac.uk

**Researcher:** Marilyn McHugh Telephone: 0121 442 2114

 Email: m001696b@student.staffs.ac.uk

**Appendix 12: Field Work Schedule for Interviews and Focus Group Discussions**

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| **Stage 2: Interviews - FE colleges Senior Managers x 5** |
| **Interview****Date** | **Interview Code:** | **Participant/s** | **Interview Type (recorded r)** | **Interview Transcript****Colour Code:** |
| 15.06.2015 | **H** |  Senior Manager, Zena | One-to-one |  |
| 07.06.2015 | **I** |  Senior Manager, Dick | One-to-one |  |
| 07.10.2015 | **J** |  Senior Manager, Lynn | One-to-one |  |
| 05.10.2015 | **K** |  Senior Manager, Colleen | One-to-one |  |
| 02.10.2015 | **L** |  Senior Manager, Jim | One-to-one |  |
| **Stage 3: Focus Group Discussions - FE college Learners x 13** |
| 22.11,2015 | **M** | Learner, Dianne | Joint x 5 |  |
|  |  | Learner, Jed |  |  |
|  |  | Learner, Kai |  |  |
|  |  | Learner, Tim |  |  |
|  |  | Learner, Vena |  |  |
|  |  |  |  |  |
| 02.12.2015 | **N** | Learner, Alicia  | Joint x 3 |  |
|  |  | Learner, Laura |  |  |
|  |  | Learner, Maria  |  |  |
|  |  |  |  |  |
| 05.12.20015 | **O** | Learner, Bill | Joint x 5 |  |
|  |  | Learner, David |  |  |
|  |  | Learner, Jack |  |  |
|  |  | Learner, Joe |  |  |
|  |  | Learner, Jas |  |  |
| **Stage 4: Telephone Interviews – Policymakers, Mixed Sectors x 5** |
| 01.09.2015 | **P** | Geoff- Local Enterprise Partnership, senior manager | Telephone, one-to-one |  |
| 03.09.2015 | **Q** | Alan - DfE senior manager  | Telephone, one-to-one |  |
| 07.09.2015 | **R** |  Stewart - Careers Stakeholder  Organisation, senior manager | Telephone, one-to-one |  |
| 10.09.2015 | **S** |  Ruth - Local Enterprise Partnership, senior manager | Telephone, one-to-one |  |
| 16.12.2015 | **T** | Christine - 14-19 Curriculum, Stakeholder Organisation, senior manager | Telephone, one-to-one |  |

**Appendix 13: University of Staffordshire Research Project Ethical Approval**

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**Appendix 14: Survey Data**

**A. Survey coding.** For data analysis purposes the FE college survey respondents were anonymised and coded by letters of the alphabet a-g. This coding is used in some charts which present the data analysis. This coding commences with chart 4.b. In presenting the data analysis in other charts and tables the FE college respondents have been colour coded using the followingcolour spectrum, **a b c d e f g.**

**B. Respondent background.** In terms of geographical location 57% of respondents were located in urban areas and 43% in rural areas. All the respondents held senior management positions or above within their employing FE college and the gender status of the respondents was 43% female and 57% male.

***C. Survey questions and data collected*** *is available in an additional information document.*

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|  |

**Appendix 15: Documentary Review - Additional Data**

**Section A. Association of Colleges RCU MiDES Data.** [**https://mides.rcu.co.uk/**](https://mides.rcu.co.uk/)**.**

RCU report produced for AoC based on the latest 2013/14 ILR data returns (December 2014) filtered to identify learners aged between 16 and 18 who are funded by the EFA, with planned hours of 540 hours or more ( a Government funding requirement). The report uses RCU - MiDES data returns from 261 colleges in England which represents 77% of all FE colleges in the sector (AoC, 2015a). This includes data returns from General Further Education Colleges (182), Sixth Form Colleges (58), Land Based Colleges (14) and ‘Others’ (7). [https://mides.rcu.co.uk**/**](https://mides.rcu.co.uk/)

**Section B. Government Data Sources (DfE) included:**

1. DfE 16-18 NEET data by Local Authority in England. The NCCIS Management Information Requirement: 2014 to 2015 <https://www.gov.uk/government/publications/nccis-management-information-requirement>

DfE Transparency data Young People NEET: comparative data –NEET scorecard. <https://www.gov.uk/government/publications/young-people-neet-comparative-data-scorecard>

2. DfE Statistical First Release (SFR 29/2015), NEET Quarterly Brief – April to June 2015.

<https://www.gov.uk/government/statistics/neet-statistics-quarterly-brief-april-to-june-2015>

3. DfE SFR 19/2015 Participation in Education, training and employment age 16 to 18, rates by age and sex. <https://www.gov.uk/government/statistics/participation-in-education-training-and-employment-age-16-to-18--2>

**Section C.** This section utilised SfA Headline Success Rates Education and Training 2013 to 2014 and SfA General Over all qualification Success Rates 2012 to 2014. <https://www.gov.uk/government/uploads/attachment_data/file/442299/E_T_NSRT_OVERALL_Institution_1314_v1.1zip>

**Section D.** Related Data-sets were interrogated, such as ONS (2014 and 2015) data, CCIS [Local Authority Information sources] (DfE, 2017e) and National Statistics, Participation in education, training and employment 2016. Main SRF Tables: SRF29/2017 provisional estimates, Tab.2a, 3a, 5a, 16-18 year old participation in education, education and training, NEET and NET (DfE, 2017g).

*The corresponding statistical data is available in an additional information resource*.

**Appendix 16: Project Information Sheet – Interviews FE Senior Managers**

**Doctor of Education in Widening Participation**

As part of an Education Doctorate in Widening Participation at Staffordshire University I am carrying out a research project about current opportunities for education and training for 16-18 year old young people not in education, employment or training (NEET). I would like to invite you to participate. It is important that you understand why the research is being carried out and what it involves before you decide to contribute. I have provided the following information for you to consider and if there is anything that you would like clarified, do not hesitate to contact me before coming to a decision.

**Title of Research Project: Further Education Provision for 16-18 year old NEET Young People: Policies and Practices within the Coalition Government’s Education Reforms**.

**What is the research project about?**

The research aims to identify main factors and issues associated with the take-up of provision in Further Education by 16-18 year old NEET. The key purpose focuses on the relationship between changing Government education policy, provider provision and NEET participation. The study seeks to gain a perspective from the providers of NEET provision and their learners about what type of provision works for 16-18 NEET and best sustains transition to education, employment or training. This area is topical with the introduction of a new National Curriculum followed by wide-ranging ranging proposals for Further Education evident in the launch of Local Enterprise Partnerships, Traineeships and the Study Programme in 2013-14.

**Why have you been chosen?**

You have been chosen because the research topic concerns the Further Education context and provider provision in the Midlands region. The Association of Colleges (AoC) supported a pilot study for this research in the West Midlands in 2013.

**What can be expected if you choose to take part?**

You will be required to complete a questionnaire in autumn 2014 that will ask open and closed questions about 16-18 NEET provision cohorts. It will take approximately 15 minutes to complete. The questionnaire responses are anonymous.

There will be an opportunity for you to be contacted if you would be willing to provide nominees to participate in follow up one-to-one interviews. Nominees need to possess the following type of attributes; substantial understanding of 16-18 NEET curriculum, finance or management experience and be ‘knowledgeable’ about education reform policy. The interviews will be arranged at a time and place to suit us both betweenJanuary-March 2015**,** and will last no longer than 30 minutes each. It would also be extremely valuable to hold one small focus group; if this is possible, with 3-5 young people who have experienced NEET provision and have progressed from this into further education or training. The focus group will be arranged through you and be held at a time suit you and your learners on your premises. The focus group will last no longer than 45 minutes. Finally, five telephone interviews will be held with policy makers and key stakeholders during summer 2015.

**Taking part.**

Participation is voluntary and is strictly confidential. Nominees for interviews and/or participants in the focus group can give as much or as little information as they wish. And they have a right to withdraw at any part of the process. No-one will be named or identifiable in anyway in the report from the study.

**What happens to the data collected?**

Your responses will be coded and the data will be analysed in order to help answer the research questions. The findings will be presented in a written dissertation and presentation materials to be submitted to the University as part of the assessment of my award. Your written comments may be quoted anonymously to support the findings of the research in the dissertation. All the information will be stored securely in accordance with the data protection act and held separately to your consent forms in locked storage. It will be kept for 12 months after completion of the research and then destroyed and disposed of as confidential waste.

**What happens with regards to confidentiality?** As no personal details, names or settings are required, the information you provide on the questionnaire, in the interviews and the focus group will remain anonymous and it will not be possible to trace the findings presented in the final dissertation or any other associated materials to you or your setting.

**What happens if I do not want to take part in the research?** Participation in the research is entirely voluntary and your decision will be respected. If you decide to participate, you will be given this information sheet to keep and asked to sign a consent form. Then you will be given the questionnaire to complete. You may leave any questions unanswered if you wish. You are not obliged to take any further part in the research unless you choose to. It is your right to change your mind at any time during the process, you will not be asked to give a reason and your decision will be respected.

**What are the benefits?** There will be no direct benefits to those who participate in this research. Your participation would provide a very important insight into this largely under-researched area of study. The main aim of the research is to enhance knowledge about quality provision for 16-18 NEET young people in the Further Education sector. A summary research briefing will be circulated to all interested nominees and participating organisations.

**What if something goes wrong?** If there are any problems during the research process, either with the way it been conducted or the way you have been treated, then you can contact me or my University Supervisor. If you are still unhappy then you can contact the University Registrar and Secretary. All contact details can be found at the end of the sheet.

**Where will the research be available?** The research which is part of the Doctorate in Education in Widening Participation will be presented in a report that will be submitted to Staffordshire University March 2016. A reference copy will be available in the University library. If you would like to request a copy, one will be available following the results. The research report will not be published.

**How has the ethical procedures been carried out and by whom?**

The Staffordshire University Ethics Review Procedure has been followed and the research methodology approved by the Faculty of Business, Education and Law Ethical Review Panel. **What happens now?** If you would like to be part of the research please read and sign the attached consent sheet and return it to me. You will receive a signed copy to keep. I will keep the original in a secure file. A request form will be sent to Chief Executives of participating Further Education organisations in the Midlands region to confirm their nominees for interviews. The researcher will then contact the nominee to discuss the study and make arrangements for interviews and/or focus group **if you have any further questions about the research.** If there is anything you would like to discuss in more detail, then please do contact me directly. I would be pleased to answer your questions. **Thank you for your time reading this information sheet and considering taking part in the research.**

**Research Supervisor:** Professor Tehmina Basit Telephone: +44 (0)1782 294242

 Email: t.n.basit@staffs.ac.uk

**Researcher:** Marilyn McHugh Telephone: 0121 442 2114

 Email: m001696b@student.staffs.ac.uk

**University Registrar/ Secretary:** Telephone:

 Email:

**Appendix 17: Project Information Sheet - Telephone Interviews with Policymakers**

**Doctor of Education in Widening Participation**

As part of an Education Doctorate in Widening Participation at Staffordshire University I am carrying out a research project about current opportunities for education and training for 16-18 year old young people not in education, employment or training (NEET). I would like to invite you to participate. It is important that you understand why the research is being carried out and what it involves before you decide to contribute. I have provided the following information for you to consider and if there is anything that you would like clarified, do not hesitate to contact me before coming to a decision.

**Title of Research Project: Further Education Provision for 16-18 year old NEET Young People: Policies and Practices within the Coalition Government’s Education Reforms**.

**What is the research project about?**

The research aims to identify main factors and issues associated with the take-up of provision in Further Education by 16-18 year old NEET. The key purpose focuses on the relationship between changing Government education policy, provider provision and NEET participation. The study seeks to gain a perspective from the providers of NEET provision and their learners about what type of provision works for 16-18 NEET and best sustains transition to education, employment or training. This area is topical with the introduction of a new National Curriculum, the launch of Local Enterprise Partnerships, Traineeships and the Study Programme in 2013.

**Why have you been chosen?**

The research topic concerns the 16-18 NEET Further Education provision context and recent Coalition Government policy changes. You have been chosen because you will have expertise in the field of national policy development and /or its implementation. As a representative of a policymaking or key stakeholder organisation you will be in a position to contribute wider perspectives relevant to this topic.

**What can be expected if you choose to take part?**

You will be required to participate in a telephone interview conducted by the researcher. The interviews will be arranged at a time and place to suit us both duringsummer 2015**,** and will last no longer than 30 minutes. The researcher will provide in advance of the interview a preliminary analysis report from prior research undertaken with Further Education providers in the Midlands region. This will act as a context/stimulus for the interview.

**Taking part.**

Participation is voluntary and is strictly confidential. Participants in the telephone interviews can give as much or as little information as they wish. And they have a right to withdraw at any part of the process. No-one will be named or identifiable in anyway in the report from the study.

**What happens to the data collected?**

Your responses will be coded and the data will be analysed in order to help answer the research questions. The findings will be presented in a written dissertation and presentation materials to be submitted to the University as part of the assessment of my award. Your written comments may be quoted anonymously to support the findings of the research in the dissertation. All the information will be stored securely in accordance with the data protection act and held separately to your consent forms in locked storage. It will be kept for 12 months after completion of the research and then destroyed and disposed of as confidential waste.

**What happens with regards to confidentiality?**

As no personal details, names or settings are required, the information you provide in the interviews will remain anonymous and it will not be possible to trace the findings presented in the final dissertation or any other associated materials to you or your setting.

**What happens if I do not want to take part in the research?**

Participation in the research is entirely voluntary and your decision will be respected. If you decide to participate, you will be given this information sheet to keep and asked to sign a consent form. Then the researcher will then contact you to make arrangements for the interview process. It is your right to change your mind at any time during the process, you will not be asked to give a reason and your decision will be respected.

**What are the benefits?**

Your participation would provide a very important insight into this largely under-researched area of study. A summary research briefing will be circulated to all interested participating organisations.

**What if something goes wrong?**

If there are any problems during the research process, either with the way it been conducted or the way you have been treated, then you can contact me or my University Supervisor. If you are still unhappy then you can contact the University Registrar and Secretary. All contact details can be found at the end of the sheet.

**Where will the research be available?** The research which is part of the Doctorate in Education in Widening Participation will be presented in a report that will be submitted to Staffordshire University March 2016. A reference copy will be available in the University library. If you would like to request a copy, one will be available following the results. The research report will not be published.

**How has the ethical procedures been carried out and by whom?**

The Staffordshire University Ethics Review Procedure has been followed and the research *methodology approved by the Faculty of Business, Education and Law Ethical Review Panel.*

**What happens now?**

If you would like to be part of the research please read and sign the attached consent sheet and return it to me. You will receive a signed copy to keep. I will keep the original in a secure file. A request form will be sent to Chief Executives of participating organisations should this be required to confirm participation in the interview process. **If you have any further questions about the research.** If there is anything you would like to discuss in more detail, then please do contact me directly. I would be pleased to answer your questions.

**Thank you for your time reading this information sheet and considering taking part in the research.**

**Research Supervisor:** Professor Tehmina Basit Telephone: +44 (0)1782 294242

 Email: t.n.basit@staffs.ac.uk

**Researcher:** Marilyn McHugh Telephone: 0121 442 2114

 Email: m001696b@student.staffs.ac.uk

 **University Registrar/Secretary**: Telephone: Email:

**Appendix 18: Core Coding Categories (Themes), Overview: - Survey and Interview Data (summative)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Survey Data FE Colleges** | **Interview Data FE Managers** | **Interview Data – FE learners** | **Interview Data –Policymakers** |
| **1 Further Education Context –**provision | **A. Perverse Policy -**Serial change practice evidence base  |  | **1 Strategic Policy Implementation** |
|  | **B. Funding and Viability -** provision dilemmas, continual funding reductions |  |  |
|  | **C. Quality –**compromises and concerns | **1 Work Placement and Curriculum** | **2 U Turns to Enterprise, the Big Society Agenda** |
| **3 Government Reform Policies** | **D. Reform Challenges -** requirements, 16-18 NEET programmes | **2 Vocational Choice and Progression** | **3 Policy - Rationale/Principles /Expediency** |
| **2 Further Education Services –** support, financial considerations | **E. Further Education and Life Chances** FE mission, community, social justice | **3 College Environment, Facilities and Support Service** |  |
| **4 Reform infrastructure Change –**benefit analysis and future trends | **F. Futures –** climate of change, Area Reviews and viability |  | **4 Futures, FE Provision and Stakeholders** |

 **Source: Survey Topic Themes, Stage 1 Source: Matrix of Coding Categories, Stage 2 Source: Matrix of Coding Categories, Stage 3 Source Matrix of Coding Categories, Stage 4**

**Appendix 19: Matrices for Assessing Level of Consensus in Focus Groups M, N and O - Adapted from Onwuegbuzie et al (2009)**

**Matrix 1. Focus Group M**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Focus Group Topic Area Questions** | **Discussion Item** | **Group Member Dianne** | **Group Member Kai**  | **Group Member Jed** | **Group Member Tim** | **Group Member Vena** |
| **Topic Area 1:****Questions 1, 2** | How recruitedPreferred Centre to main siteOut of school better environmentVocational options, facilities very goodCollege better than school-+ staffParticipation effort Work practice valuedEqual relationships tutorsPersonal Tutors better than school | AAA SEAAAAAA | AAAAA SEAAAA | N/RAN/RAAAA**N/R****A** | AAAAA SEAA**N/R****A** | AA SEN/RAAAA**A****A** |
| **Topic Area 2: Questions 3, 4** | English/Maths GCSE RequirementPractical sessionsCollege improvementsCareer goals, plans, good quality IAGHigh AspirationsBetter curriculum than school | AAA**A****A****A** | AAAAAA | AAAAAA | AN/RA SEAAA | AA SEAAA |
| **Topic Area 3:****Questions 4, 5, 6** | College environment and tutorsWas bored but now interestedEnjoyed stayed on, progressed | AN/RA SE | AA SEA | AA SEA SE | AAA | AN/RA |
| **Topic Area 4:****Questions 8, 9** | Wider opportunities choice to school Comfortable and trustImprove MV workshopCourse, really moved forward, motivated and engaged | AN/RAAA | AN/RAAA | AN/RA SDAA | A SEAAAA | AN/RAA SEA |

**Cell Notations: -A =** Indicates agreement (verbal or non-verbal), D = Indicates dissent (verbal or non-verbal), SE = Provides a significant statement or example suggesting agreement, SD = Provides a significant statement or example suggesting dissent and NR = Does not indicate agreement or dissent (i.e. non-response).

**Matrix 2. Focus Group N**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Focus Group Topic Area Questions** | **Discussion Item** | **Group Member Alicia** | **Group Member Laura** | **Group Member Maria** |
| **Topic Area 1:****Questions 1, 2** | How recruited Website and facilities very goodOut of learning, school failureVocational and choicesSocial FunctionCollege environment and tutorsPersonal tutors better than schoolRole Models past studentsSecond chance and hope | AAN/RAAAAAA | AAA SEAAAAAA | AAAAAA SEA SEAA |
| **Topic Area 2: Questions 3, 4** | Level2 progression positiveEnglish/Maths GCSE RequirementWork practice and experienceCareer plans and good quality IAGCollege support, environment+ staffAdditional options16-18 NEET stepping stone | AAAA SEN/RA | AAAA SEAA | AAA SEAAA |
| **Topic Area 3:****Questions 4, 5, 6** | Wider opportunities than schoolBetter job I long termRole models helped stay on, progressWork placements/ experience | AAAA | AAAA | A SEAA SEA |
| **Topic Area 4:****Questions 8, 9** | College well resourcedNEET course motivated engagement | AA | AA | AA |

**Cell Notations: -A =** Indicates agreement (verbal or non-verbal), D = Indicates dissent (verbal or non-verbal), SE = Provides a significant statement or example suggesting agreement, SD = Provides a significant statement or example suggesting dissent and NR = Does not indicate agreement or dissent (i.e. non-response).

**Matrix 3. Focus Group 0**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Focus Group Topic Area Questions** | **Discussion Item** | **Group Member Bill** | **Group Member David** | **Group Member** **Jack** | **Group Member Jas** | **Group Member Joe** |
| **Topic Area 1:****Questions 1, 2** | Out of school, better facilitiesThird year of studyMore opportunities at collegeVocational attractiveOpportunities to get a jobMentor system and 1-1 drop in | AA SEAAAA | AA SEAAAA | AN/RAN/RAA | AN/RAAAA | AN/RAN/RAA |
| **Topic Area 2: Questions 3, 4** | English/Maths GCSE requirementAdditional optionsTravel costsCollege improvements Personal tutors better than schoolWork placement and experienceCareer plans and good quality IAGDeveloped skills and confidenceCollege social function | AAAAD AAA | **A**AAA SEAAAA | AAAA SEA SEAAA | N/RN/RAAA SEAAN/R | AAAA SEAAAA |
| **Topic Area 3:****Questions 4, 5, 6** | Enjoyed, comfortable and stayed onBetter environmentSocial aspect, college facilitiesTrust staff and students | A SEA SEA | A SEN/RA SE | AAA | AN/RA | AAA |
| **Topic Area 4:****Questions 8, 9** | Better opportunities and chancesImprove organisation timetablesRecommend all aspects of collegeNEET course motivated engagement | A SEAAA | AA AA | AN/RAA | AAAA | AN/RAA |

**Cell Notations**: -A = Indicates agreement (verbal or non-verbal), D = Indicates dissent (verbal or non-verbal), SE = Provides a significant statement or example suggesting agreement, SD = Provides a significant statement or example suggesting dissent and NR = Does not indicate agreement or dissent (i.e. non-response).

**Appendix 20: Descriptive Coding - Characteristics, Employing College of Interviewed FE Senior Managers**

**Risk Rating Categories: Red = High Risk Amber = Medium Risk Green = Low Risk**

|  |  |  |  |
| --- | --- | --- | --- |
| **College** | **Size and Type Of Provider** |  **Institutional Context Of Provision** | **Ofsted Inspection Grades, Financial Health** |
| **H****Urban****Area****East Region** | **Large****General FE****Mixed Site****Top 10% IMD****7% Ethnic Profile** | **Historic or traditional delivery models**Main 16-18 full time +AdultWide range: E2E, T2G, Apprenticeships Foundation Learning +Training Provider Collaborative provisionEthos – serving local community Vocational skills, long established local  Industry linked trainingRecent merger**Declining 16-18 provision** | **Overall effectiveness of provision Grade 2 in 2011 Inspection**Capacity to improve Grade 2 Aspect Grade Outcomes for learners 2 Quality of provision 2 Leadership and management 2 Safeguarding Equality diversity 2 2**Subject Areas** Health, public services and care 2**Science and mathematics 3** Engineering and manufacturing technologies 2 Hairdressing and beauty therapy 2Leisure, travel and tourism 2 Literacy and numeracy 2**High Success rates, top 25%****Financial Health Grade** |
| **I****Urban Area****North Region** | **Large** **FE and A Level****Former Tertiary** **College, wide rural hinterland and urban areas****Top 10% IMD****3.5% Ethnic Profile****New Build 2011** | **Historic or traditional delivery models**Main 16-18 full time +Adult but includes large 16-18 A Level provisionSome Prep for Life, collaborative VET developing e.g. YTSEthos – business focus, emphasis on meeting funding targets and maintaining quality standards – responsive to local communitiesEthos – Business and quality priority focus but responsive to local need. Finance and Inspection key agenda.**Declining adult part time provision** | **2013 inspection: Outcomes for learners Good-2**Quality of teaching, learning and assessment Good-2Effectiveness of leadership and management Good-2 Overall effectiveness This inspection: Good-2 Previous inspection: Good-2**High Success rates, top 25% Outstanding grades x sector****Financial Health Grade** |
| **J****Urban Area****North West Region** | **Large****FE and A Level****Former Tertiary** **College, recruits wide rural hinterland and urban areas****Top 10% IMD****3.5% Ethnic Profile****New Build 2011** | **Historic or traditional delivery models**Main 16-18 full time +Adult but includes large 16-18 A Level provision and large vocational Edexcel/BTEC. Some Prep for Life and collaborative VET developing e.g. YTS**Extending Level 5 HE provision, part / full time**Recent rationalisation of provision **Ethos – business focus on funding targets and inspection grades. Local community a secondary. Declining adult part time provision** | **2013 inspection: Outcomes for learners Good-2**Quality of teaching, learning and assessment Good-2Effectiveness of leadership and management Good-2 Overall effectiveness This inspection: Good-2 Previous **High Success rates, top 25% Outstanding grades x sector** **QAA Review 2015 positive****Financial Health Grade** |
| **K****Rural Area****South** **Region** | **Medium****General FE****Mixed****Outreach rural sites****Ethnic 4.5%** **Rural Deprivation Area**  | **Historic or traditional delivery models**Main 16-18 vocational provision + adult vocational.**Wide range E2E, Foundation Learning, T2G,** Apprenticeships Foundation Learning +Training Provider Collaborative provision, job-related and industry led provision focus via a **large number of out-reach centres**Recent Merger. Ethos serving local communities/ rural outreach. Long established employer linked provision**Increasing 16-18 provision Vocational Education/Training** | **Inspection 2011 Overall effectiveness of provision 2** Capacity to improve Grade 2 Grade Outcomes for learners 2 Quality of provision 2 Leadership and management 2Safeguarding Equality diversity 2**Subject Areas Grade**Health, social care and public services 2 Engineering and manufacturing technologies 2 Hairdressing and beauty therapy 3 Sport, leisure and recreation 3**Success rates good/high for 16-18 provision****Financial Health** |
| **L****Rural Area****West Region** | **Large****General FE****6.% ethnic profile****need to increase community groups/ rural.** **Top 10% IMD****Competition 3 FECs near** | **Historic or traditional delivery models**Main Vocational Education/Training to 16-18 (50% funding) and adults (30%)**Large Prep for Life provision (**E2E), Apprenticeships andIndustry /employer led collaborative work placement -provision. **33% provision is at Foundation Level**Ethos – Serving the local communities and interests of learners within quality standards. Large employer led training.Recent rationalisation of provision**Decreasing 16-18 provision** | **Inspection 2012 Overall effectiveness, provision Grade 2** Capacity to improve Grade 2 Grade Outcomes for learners 3 Quality of provision 2 Leadership and management 2 Safeguarding Equality diversity 2 **Subject Areas Grade** Science and mathematics 3 Visual and performing arts 2Literacy and numeracy and key/functional skills 3 Business management, accountancy and finance 3The use of partnerships to develop provision to meet learners’ needs is outstanding. The very strong and collaborative strategic relationships benefit learners and promote inclusion. ν The provision matches the needs and interests of users well**. Range of provision is wide**.**Success rates average/poor****Financial Health Grade** |

**Appendix 21: Survey Respondent Background, Programmes and Competition**

**Table 2: Survey respondent for Colleges A-G, employment and gender status**

|  |  |  |  |
| --- | --- | --- | --- |
| **Corporation** | **Respondent employment status in organisation** | **Urban /****Rural** | **Male /****Female** |
|  A | Director Information and Planning | **Urban** | Male |
|  B | Assistant Principal Curriculum | **Urban** | Female |
|  C | Deputy Principal Finance and Planning | **Urban** | Male |
|  D | Assistant Principal Quality | **Urban** | Male |
|  E | Director Inclusive Learning | **Rural** | Female |
|  F | Executive Director Quality and Performance | **Rural** | Female |
|  G | Director Quality and Performance | **Rural** | Male |

Source: Appendix 14

**Table 3: Types of programmes provided for 16-18 NEET, survey respondents count**

Source: Survey question 8, Appendix 14

**Table 4: Increased competition for 16-18 NEET provision 2012-13 to 2014-15**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Question 13, of the survey, *question asked for FE colleges answering yes*  OPTIONS selected:-**  | **Rank** | **High increase** | **Medium increase** | **Low****Increase** |
| Private Training Providers  | **1** | 20% 20% | 20% 20% | 20% |
| Charitable and Voluntary Sector Providers | **2** | 20% 20% |  | 20% 20% |
| Further Education Providers in the region | **3** | 20% |  | 20% 20% |
| Sixth Form Colleges | **4** | 20% |  | 20% |
| Business/Employer Providers | **5** | 20% |  | 20% |
| Commissioning, Partner Providers | **6** |  | 20% | 20% |
| Academies | **6** |  | 20% |  |
| Free Schools | **8** |  |  | 20% |
| University Technology Colleges | **9** |  |  | 20% |
| Other - No response |  |  |  |  |
| **Corporation count total 21** |  |  **7**6 urban, 1 rural |  **4**3 urban, 1 rural |  **10**3 urban, 7 rural |

Source**:** Survey Question 13, subsiduary question, Appendix 14

**Table 5: The Level of Government funding for provision 2012-13 to 2014- 15** Source: Survey question 11, Appendix 14

**Table 6: Learner numbers recruited for 16-18 NEET general provision category – survey respondents**

**Table 7: Learner numbers recruited for 16-18 NEET specialist provision category – survey respondents**

**Appendix 22: Matrix 16-18 NEET Provision – Interviews FE Senior Managers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **College H** | **College I** | **College J** | **College K** | **College L** |
| **Recruitment** | **Recruitment** | **Recruitment** | **Recruitment** | **Recruitment** |
| School/college links 14-16 provider. ESF tasters community outreach.Initial assessment interview. Referrals DWP, very flexible in-year startsTargeted 16-18 NEET provision (in theory could recruit on to any level) | School/college links 14-16 provider. ESF tasters community outreachInitial assessment interview. Local LA NEET Risk Register.Do not tag 16-18 NEET, do recruit on to any level | School/college links. ESF tasters community outreach.Initial assessment. Local LA NEET Risk Register and LA referral.Do not tag, 16-18 NEET, do recruit on to any level | School/college links 14-16. ESF tasters, rural outreach and local community sites.Initial assessment interview.Targeted 16-18 NEET provision (in theory could recruit on to any level) | School/college links (lost 14-16 provision 2015). ESF tasters rural outreach sites.Initial assessment interview. Referral LA off school listTargeted 16-18 NEET provision (in theory could recruit on to any level) |
| **Programmes 2015-16** | **Programmes 2015-16** | **Programmes 2015-16** | **Programmes 2015-16** | **Programmes 2015-16** |
| Study Programme – flexible, modular elements rolling (converted prior specialist 16-18 NEET provision). No Traineeship due to lagged fundingApprenticeship if work ready/ GSCE attainment. Occasionally some go to Princes Trust Level 2 or 3. ESF bid short tasters | Foundation Level 1,-Study Programme or a range of Level 2/3 provision. General provision. Traineeship if continuingApprenticeship if work ready/ GSCE attainment. Short vocational programme via local initiative funding bid 2015. ESF bid short tasters | Foundation Level 1, Study Programme or range of Level 2/3 provision. General provision. Traineeship if continuing.Developing Pre-Apprenticeship for work- ready/ GSCE attainment. ESF bid short tasters | Study Programme – flexible, modular, rolling (converted prior specialist 16-18 NEET provision). Traineeship if continuing, YCS partnership- discontinuedDeveloping Pre-Apprenticeship. Princes Trust. ESF bid short tasters | Study Programme, ‘Be Inspired’ Entry Level 1 (converted prior specialist 16-18 NEET provision).No Traineeship due to lagged funding.College funded short taster programme on outreach in rural/ community sites 2015.Occasionally some go to Princes Trust Level 2 or 3. ESF partner bid for short taster provision |
| **Prior Provision** | **Prior Provision** | **Prior Provision** | **Prior Provision** | **Prior Provision**  |
| Foundation provision mix of short vocational qualifications, very flexible modular programmes stop-off and return, mixed range of Entry/Level 1 qualifications -in-year starts. Apprenticeship if work ready/ GSCE attainment .ESF bid short tasters. Princes Trust. | Entry/ Level1Foundation provision mix of short vocational qualifications 180 hours x 3 terms modular progression to more academic qualifications -flexible in-year delivery.Apprenticeship if work ready/ GSCE attainment. ESF project short tasters. | Entry/ Level1Foundation provision mix of short vocational qualifications 180 hours x 3 terms modular progression to more academic qualifications -flexible in-year delivery.Apprenticeship if work ready/ GSCE attainment. ESF project short tasters. | Entry/Level 1 Foundation Learning Programme, mix of vocational/academic, personal skills and work-rite short qualifications – modular in-year delivery. Apprenticeship if work ready/ GSCE attainment .Youth Contract Scheme.ESF bid short tasters.Princes Trust. | Foundation provision mix of short vocational qualifications, flexible modular programmes vocational/academic and personal development qualifications and employability skills.Apprenticeship if work ready/ GSCE attainment. YCS, ESF project short tasters. Princes Trust |

**Appendix 23: Descriptive Coding – Background and Context Focus Groups Home Colleges**

|  |  |  |  |
| --- | --- | --- | --- |
| **Corporation** | **Provider Type**  | **FE NEET Provision Type**  | **Focus Group Participant Characteristics** |
| **M****Metropolitan****Area** | **Large****General FE****Main Site****16-18 NEET Centre** **Top 10% IMD****7% ethnic profile** | Learners recruited summer term via NEET referrals and short taster programmes. They progressed to 16-18 NEET provision at the Centre such as qualifications at Entry or Level 1 in Hair and Beauty, Health and Care, and Motor Vehicle, + GCSE Maths and English (for those, not yet at C). There are in-year referrals and starts. Success rates are strong with progression from the Centre College to main campus. Main site progression includes to follow a range of mainly vocational Level 2 qualifications although some more academic learners may progressed to Level 3 qualifications and A Levels. | **5 Learners Sample size 5 nominal characteristics met.**All had progressed from 16-18 NEET Pre-Entry and Entry 1 provision last year to Entry3 – Level1, Level 2 provision this year. **Currently studying:-** **D**  Health & Care Level 2  **T, J and K** Motor Vehicle (Entry 3-Level 1 )  **V** Hair & Beauty Entry Level 3**Next year** D, V and J are progressing to Level 2, Level 3 at the main College site and T intends to go into employment in MV and K is deciding between an Apprenticeship or College.**Gender: 2 Female, 3 Male****Race: 1 mixed race, 4 white** |
| **N****Rural Area** | **Large** **General FE****Main Site 16-18 NEET** **Wide rural outreach****Top 10% IMD****6% ethnic profile** | Learners recruited summer term via NEET referrals and short taster programmes. They progressed to 16-18 Foundation Type provision at Entry- Level 1 at the College Campus. Then they progressed to Level 2 or Level 3 programmes according to ability such as Edexcel/BTEC or Princes Trust. | **Sample size 3 nominal characteristics met****Sample nominal characteristics met.**All had progressed from 16-18 NEET Foundation ‘Be ‘ Entry Level 1 provision last year to Entry3 – Level1, Level 2 provision this year. **Currently studying:-****M** Edexcel/BTEC Art & Design Level 3**L** Princes Trust + Entry to Learn Level 2/3**A** Edexcel/BTEC Business Retail Level 2**Next year** M a UCAS application BA Art, L a Nursing Application and A to employment**Gender: 3 Female****Race: 1 Asian, 2 White** |
| **O****Urban Area** | **Large** **General FE and A Level****Former Tertiary College, Wide rural and urban areas****Top 10% IMD****3.5% Ethnic Profile** | Learners recruited summer term via NEET referrals school links and short taster programmes. They progressed to a 16-18 NEET Foundation of Pre-Entry/ Entry Level provision at the College Campus. They then progressed to Edexcel BTEC Level 1-Level 2 according to ability.*Some learners were in their third year at College at the time of interview.* | **Sample size 5 Sample nominal characteristics met**.All had progressed from a 16-18 NEET Foundation Pre-Entry –Entry Level.**Currently studying:-****B** Edexcel/BTEC Business Level **1****D** Edexcel/BTEC Business Level **1****Ja** Edexcel/BTEC Public Services Level 1**Jo and Jas** Edexcel/BTEC ICT and Business Studies Level 1.**Next Year** Ja job police force dog handler, B job IT programme design, D current part time work/ permanent in hospitality and 2 undecided, progression to Level 2 at College or Apprenticeship.**Gender: 5 Male****Race; 5 White. Disability:1** **Self-declared disability** |

**Appendix 24: Matrix of Focus Group Participants - Segmentation and Pre/Post-NEET Progression Levels**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Focus Group****Member** | **FG M** **D** | **FG M** **J** | **FG M** **K** | **FG M** **T** | **FG M** **V** | **FG N** **A** | **FG N** **L** | **FG N** **M** | **FG O** **B** | **FG O** **D** | **FG O** **Ja** | **FGO** **Jas** |  **Jo** |
| **Gender****Male/ Female** |   F |   M |  M |   M |  F |  **F** |  **F** |  **F** |  M |  M |  M |  M |  M |
| **Disability****Self-declared** |  |  |  |  |  |  |  |  |  |  |  X |  |  |
| **Ethnicity** | White | White | White | White | MixedRace | **Asian** | **White** | **White** | White | White | White | White | White |
| **Post-NEET****Progression** **Level/voc area** | Level 2Traditional F voc. | Level 1Less traditional voc | Level 1Traditional F voc | Level 1Traditional F voc | Entry3/Level1Less traditional voc | **Level 2 Traditional M voc** | **Level 2****/3 Traditional M voc** | **Level 3 Less Traditional M voc** | Level 1 Less traditional M voc | Entry 3Less traditional M voc | Level 1 Less traditional M voc | Level 1 Less traditional M voc | Level 1 Less traditional M voc |
| **Pre-NEET Out of School** |  X |  X |  X |  X |  |  |  **X** |  **X** |  X |  X |  |  X |  X |
| **Statement Counts** |  2 |  2 |  2  |  3 |  3 |  **1** |  **2** |  **5** |  4 |  4 |  2 |  1 |  1 |

**Source: Focus Group Discussion Transcripts Appendix 20, Matrix of Coding Categories Appendix 21, and Matrices for Consensus Level Appendix 22**