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Department for Education

Hours Spent Building Skills and Employability

Research report

July 2020

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Executive Summary

This report summarises findings from a mixed methods research project conducted by IFF Research, in partnership with the International Centre for Guidance Studies at the University of Derby, to measure the time that young people spend on activities in and outside of education which build their skills and employability.

Introduction

In 16-19 education, students are eligible to take a range of academic, technical or applied general qualifications. All qualifications are organised into 'study programmes' and funded in the same way. All 16-19 study programmes are organised into 'planned hours' which are categorised as either qualification (planned learning hours) or non-qualification (planned employability, enrichment and pastoral hours).

Each student's planned hours are agreed between the institution and the student at the start of their study programme and are recorded in either the Individualised Learner Record (ILR) or the School Census.

Methodology

This research involved two phases. Firstly, a qualitative phase in summer 2017 comprising 15 interviews with education providers and nine focus groups with young people. This phase explored providers' experiences of planning and recording planned hours, and the activities that young people undertake to build their skills and employability.

The second phase of the research involved a quantitative survey of students in March 2018, consisting of a total of 2,024 interviews which took place in March 2018. The survey sample included students in pre and post-16 education and those in academic and technical courses. Students in pre-16 education were included to form a comparison group. It included students from schools, school sixth forms, sixth form colleges, FE colleges and commercial and charitable providers. The survey sought to measure actual qualification and non-qualification hours, and participation in activities outside of education.

Key findings

Qualification hours are defined as the time that students spend in teaching and learning that counts towards their qualifications. Non-qualifications hours are organised by educational institutions and include time spent on activities that can be broadly categorised as employability, enrichment and pastoral.

Qualification hours

- Pre-16 students, i.e. years 10 and 11, on average participate in 852 qualification hours per year across all their subjects (22.4 per week) This compares to an average of 563 annual hours amongst post-16 students, i.e. years 12 and 13, (15.1 hours per week).
- There were no significant differences between those in post-16 academic educations and those in post-16 technical education in the average number of qualification hours reported per week (15.0 and 15.1 respectively).
- Part-time students in post-16 education report receiving 380 qualification hours annually (10.4 hours per week). Those studying part-time for an academic qualification report slightly higher figures compared to technical students.
- The total number of annual qualification hours reported by young people on the survey was generally higher than figures recorded in the ILR or Schools Census.
- At GCSE-level (including those studying both pre and post-16), Maths and English[1] are reported as having the highest annual qualification hours on average (147 hours in each case) with other subjects averaging below 100 hours per year.
- At A level, students' average annual qualification hours are fairly consistent across the most commonly-studied subjects, with most students receiving an average of 170-190 hours per subject, per year.
- There is significant variation in hours reported for technical subjects - students studying Health and Social Care report the highest number of average hours (432 hours per year).

Non-qualification hours

- Students also engage in a range of non-qualification activities expected to contribute to their wider employability, with careers guidance and exam revision and practice common across all ages. This pattern was also consistent between full and part-time students.

[1] Where not further specified, English refers to both English Language and Literature.

- On average, pre-16 students complete 9.6 hours of non-qualification activities per week (363 per year), with post-16 students completing fewer hours per week (6.4 equivalent to 239 per year).
- Pre-16 students are more likely to participate in the following non-qualification activities: PE lessons (90% compared to 14% post-16), school clubs (56% compared to 26%), PSHE lessons (56% compared to 24%). Post-16 students are more likely to participate in work experience (33%) than students in pre-16 education (20%).
- Post- 16 students in academic education are more likely than those on mainly technical programmes to take part in activities such as revision sessions (65% compared with 43%), school clubs (37% compared with 15%) and university or college visits (50% compared with 37%). Those studying mainly technical subjects however, were more likely to attend work experience placements (47% compared with 19%).
- While recording qualification hours was felt to be straightforward by providers, non-qualification hours were seen as more complicated and some requested more guidance on this. The amount of non-qualification activities offered varied, with FE colleges and commercial and voluntary providers more likely to offer a greater number of activities as these were seen as particularly important to employability.

Homework and Self-study

- Students in post-16 education report spending more time on homework and self-study[2] activities (10.6 hours per week on average), than pre-16 students (7.7 hours).
- Post-16 students doing mainly academic qualifications spend the most amount of time on homework and self-study (nearly 13 hours per week), with post-16 students in technical education spending on average 8 hours on these tasks.

Activities outside of education

- Young people take part in a wide range of activities outside of school, ranging from sports, volunteering, driving lessons and part time work.

[2] Self-study was defined for this research as time spent on work towards a qualification outside of timetabled work and homework, for example revision or other study.

- Younger students tend to participate in a broader range of activities, only some of which they explicitly associate with employability skills. Post-16 students engage in fewer activities and tend to be more focused on those which contribute to their 'skill set'.
- Amongst pre-16 students, organised sports and clubs are the most common activity (60%) followed by volunteering, part-time work and other organised hobbies. One third of this group are in paid work (30%), for an average of 5 hours per week.
- The most common forms of activities undertaken by the post-16 group are part-time work (56%) followed by learning to drive (33%). This group spend nearly 13 hours per week on average with a fifth (21%) working above 16 hours.
- Among the post-16 group, technical students work the most, averaging 15 hours per week and with more than a quarter (28%) working above 16 hours. This group are also more likely to not undertake *any* activities outside their qualification study, reported by 20%.

A typical week

- Overall, students in pre-16 education report spending the most time on school related activities (almost 40 hours per week on average composed of taught hours, non-qualification hours, homework and self-study). They also report the highest proportion of taught hours (56%) compared with the total number of hours spent on school activities.
- Among those in post-16 education, students in academic and technical courses report spending similar amounts of time on taught hours (approximately 15 hours per week). However, those in academic studies report spending more time on other activities and therefore have a higher total number of hours spent on school related activities (33.9 hours per week compared with 29.9 hours amongst those in technical education). This also means the proportion of time spent on taught hours is lower among those in academic studies compared with those in technical studies.
- Post-16 students doing technical qualifications however report spending more time in paid work than those doing academic qualifications.

Introduction

This report presents findings from a mixed methods study exploring the actual hours studied and spent by students in education building skills and employability, from students' own perspectives.

Background

In 16-19 education, students take a range of academic, technical or applied general qualifications. All qualifications are organised into 'study programmes' and funded in the same way. Study programmes encompass all 16-19 provision, both academic and technical and are built around a 'core aim' - i.e. a substantial qualification (at level 2 or 3) or work preparation / work placement plus work experience, development activities and maths and/or English for those without GCSE grade A*-C.

For the 2017/18 academic year, there is an expectation that 16-19 study programmes have 600 planned hours, although the minimum requirement for full-time students aged 16 to 17 is 540 hours. The hours young people spend in education depend on the options and courses chosen and may differ significantly from the number of taught hours they received in schools in the two years in the run up to their GCSEs.

All 16-19 study programmes are organised into 'planned hours' which are categorised as either qualification (planned learning hours) or non-qualification (planned employability, enrichment and pastoral (EEP) hours). EEP hours include time spent on activities that: do not count towards a qualification; are for informal certificates or other non-qualification activity; are for tutorial purposes; are spent on work experience and other work-related activities; and/or are spent on enrichment, volunteering and/or community activities organised by or on behalf of the institution.

Each student's planned hours are agreed between the institution and the student at the start of their study programme and are recorded in either the Individualised Learner Record (ILR) or the School Census.

Between the ages of 14 and 16, most students work towards national qualifications, which are typically GCSEs, although students may also take other Level 1 and Level 2 Certificates. Young people in England are required to receive full-time education until the end of the school year in which they turn 16.

Objectives

The Department for Education commissioned IFF Research, in partnership with the International Centre for Guidance Studies (iCeGS) at the University of Derby, to measure the time that young people spend on activities that help to build the employability skills

they need to successfully compete in the labour market. Some of those skills will be developed through their participation in education.

The key objectives for this research were to explore:

- Participation in the different activities that contribute to building employability both within and beyond education;
- How participation in employability-building activities (in and outside of education) varies by individual characteristics (e.g. age and gender).
- How participation in employability-building activities varies by educational characteristics (e.g. academic vs technical routes).
- How providers measure and record planned hours in the first place.

Methodology

This research involved two phases. Firstly, a qualitative phase was conducted by IFF Research in May and June 2017 comprising 15 interviews with education providers to understand their practices in relation to planning and recording employability hours. In addition, iCeGS conducted nine focus groups with young people aged 14-19 enrolled at school sixth forms, sixth form colleges and FE colleges to explore their understanding of employability and the activities that they consider help them to develop these skills, to feed into the development of the survey questionnaire.

The second phase of the research involved a quantitative survey. A pilot consisting of 30 interviews took place in July 2017. The main stage of the survey consisting of a total of 2,024 interviews took place in March 2018. There were two sample sources for the survey: the National Pupil Database (NPD) provided contact details for the young people (aged 14-19) at school; and the Individualised Learner Record (ILR) for young people (aged 16-19) attending colleges and other FE provision.

When considering the research findings, readers should keep in mind that the quantitative data presented within are self-reported figures from students. During the design phase, the questionnaire was drafted to optimise the accuracy of the responses given by students, but it should be acknowledged that the potential for some level of estimation error by respondents persists. Further details on the methodology can be found in Appendix 1.

Report structure

This report is split into five further chapters. The first, the **Student Profile** chapter, provides an overview of the basic academic profile of the 2,002 students surveyed for this report in terms of which qualifications and subjects they are studying.

The chapter covering **Qualifications Hours** sets out findings from the qualitative research with learning providers describing how they calculate and record qualification hours. It then goes on to report data from the survey of students concerning the time that they spend in teaching and learning that counts towards their qualifications.

The **Non-qualification Hours** chapter describes students' participation in activities that are funded as planned hours but that do not relate to achievement of qualifications, as well as the amount of time that they spend on each. It also covers how learning providers plan and record non-qualification hours, drawing on findings from the qualitative research.

The following chapter focuses on **Time Spent on Homework and Self-study,** during a typical week and during the academic year as a whole.

The chapter on **A Typical Week** presents a picture of all the hours students spend on qualification and non-qualification activities, by combining qualification (taught) hours, homework, self-study and non-qualification activities.

The chapter exploring **Outside Education Activities** draws on findings from qualitative research with young people and from the student survey. It describes the types of activity in which young people participate outside of school and the amount of time that they spend in part-time work.

The final chapter brings findings together to draw some **Conclusions** on the actual hours spent by students in planned activities against the hours recorded, as well as key areas of variation by individual and institutional characteristics.

It is important to note that the majority of findings are reported for full-time students only as part-time students represent a small proportion of cases and their responses skew the data. We have analysed and reported data for part-time students separately, as far as sample sizes permit.

Definitions used

There are a number of key definitions used throughout the report:

- Pre-16' refers to students in year 10 or 11;
- 'Post-16' refers to students in year 12 or 13, or those in the Commercial and Voluntary Sector;
- 'Full time' is defined as 16 hours or more of lessons/classes/tutorials/other supervised activity a week;

- ‘Part time’ is defined as less than 16 hours of lessons/classes/tutorials/other supervised activity a week. Only post-16 students were asked whether they study on a full time or part time basis;
- ‘Academic’ refers to those students that were categorised as studying either academic or mainly academic qualifications from the sample[3]. ‘Technical’ refers to those students that were categorised as studying either technical or mainly technical qualifications within the sample;
- Due to an error in sampling from the Individualised Learning Record (ILR) database, ‘post-16 Technical’ contains only students aged 17-19. We do not expect this omission of 16 year olds to impact significantly on the accuracy of these findings. Please see Appendix 1 for more information;
- ‘Taught hours’ refers to the time students report spending in timetabled lessons or classes, as calculated by the survey, i.e. qualification hours;
- Annual hours are calculated on the basis of a 36-week academic year for FE colleges and commercial and voluntary sector providers, and 38-week academic year for schools, school sixth forms and sixth form colleges.

[3] Qualifications were assigned to academic or technical categories in line with ESFA classifications. For any qualifications that could not be assigned to a category a decision was made with the DfE in terms of how to treat these. Applied general Qualifications were categorised as technical qualifications.

Student profile

This section of the report provides an overview of the profile of the 2,002 students surveyed for this report in terms of which the qualifications and subjects they are studying and modes of study. Findings in this section are for full-time students, unless stated otherwise. Demographic profiling can be found in Appendix 1.

Proportion studying full-time vs. part-time

The law requires all young people in England to continue in education or training until at least their 18th birthday. All students in pre-16 education are required to study full time.

To qualify for full-time funding students in post-16 education must undertake least 540 hours of planned learning (both qualification and non-qualification hours) a year. This is around 15 hours per week, assuming a 36 week academic year.

Young people have a choice about how they continue in education or training post-16. The three primary ways for a young person to participate in post-16 education are:

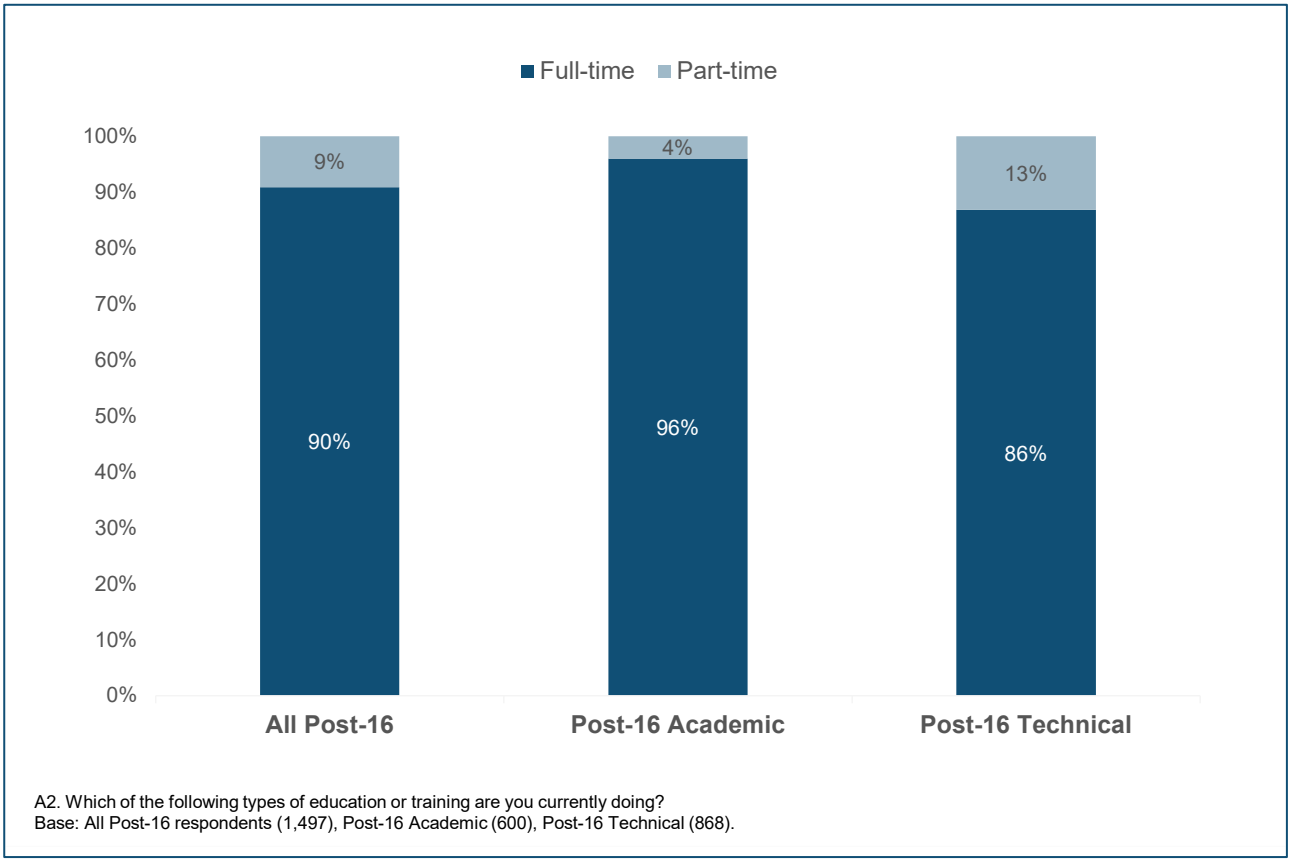
- full-time study in a school, college or with a training provider;
- full-time work or volunteering (20 hours or more) combined with part-time education or training leading to relevant regulated qualifications; or
- an apprenticeship, traineeship or supported internship.[4]

Part-time education or training alongside full-time work must be at least 280 planned qualification hours per year.[5]

[4] This form of learning is out of scope for this research.
[5] Department for Education (2016) Participation of young people in education, employment or training: Statutory guidance for local authorities

Figure 1 shows that the vast majority of post-16s in this survey study full-time for their qualification, with only one in ten studying part-time. Part-time study is more common amongst those studying for technical qualifications, where 13% study part-time compared to just 4% amongst those studying for an academic qualification.

Figure 1: Proportion studying full and part-time overall and by main qualification type

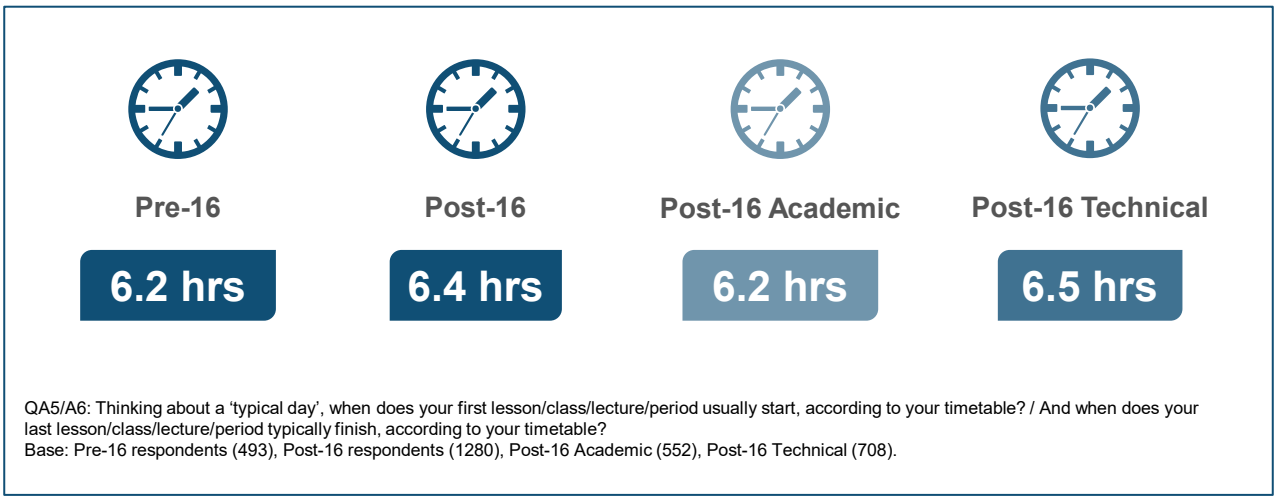


A2. Which of the following types of education or training are you currently doing?
Base: All Post-16 respondents (1,497), Post-16 Academic (600), Post-16 Technical (868).

Average length of a school and college day

For students overall, the school day lasts around six hours on average[6]. Students in post-16 study have slightly longer days (6.4 hours) than those pre-16 (6.2 hours), while post-16s studying for technical qualifications have the longest day at 6.5 hours.

Figure 2: Mean length of school day by student age and main qualification type



QA5/A6: Thinking about a 'typical day', when does your first lesson/class/lecture/period usually start, according to your timetable? / And when does your last lesson/class/lecture/period typically finish, according to your timetable?
Base: Pre-16 respondents (493), Post-16 respondents (1280), Post-16 Academic (552), Post-16 Technical (708).

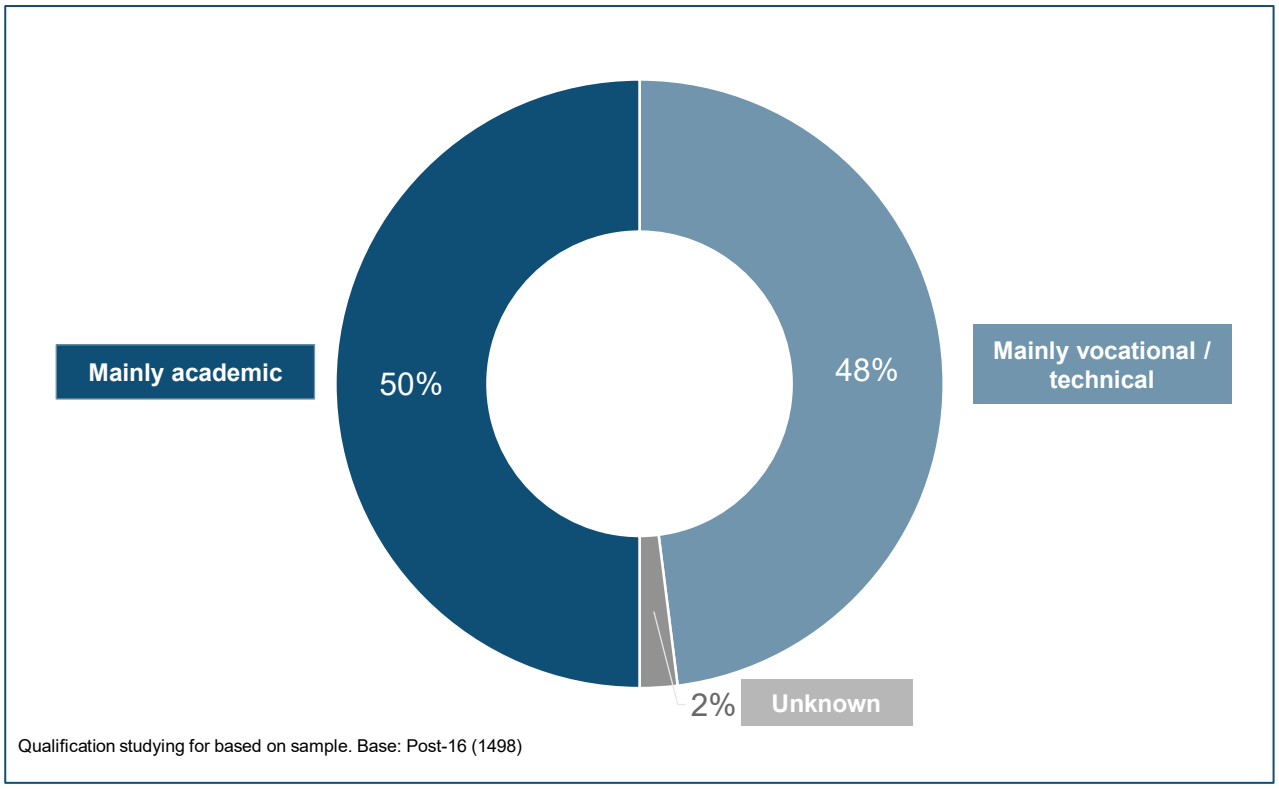
[6] This figure is likely to include students who do not attend every day and who may therefore have a longer 'typical day' when they do attend.

Qualifications studied

Qualification type

Those in pre-16 education study for academic qualifications[7], while post-16 students can study for academic or technical qualifications, or a mix of both. As shown in Figure 3, amongst the post-16 group, around half (48%) are recorded on the sample as studying mainly technical qualifications, while the remainder (50%) are identified as studying mainly academic qualifications.[8]

Figure 3: Main qualification type for post-16 students, from sample

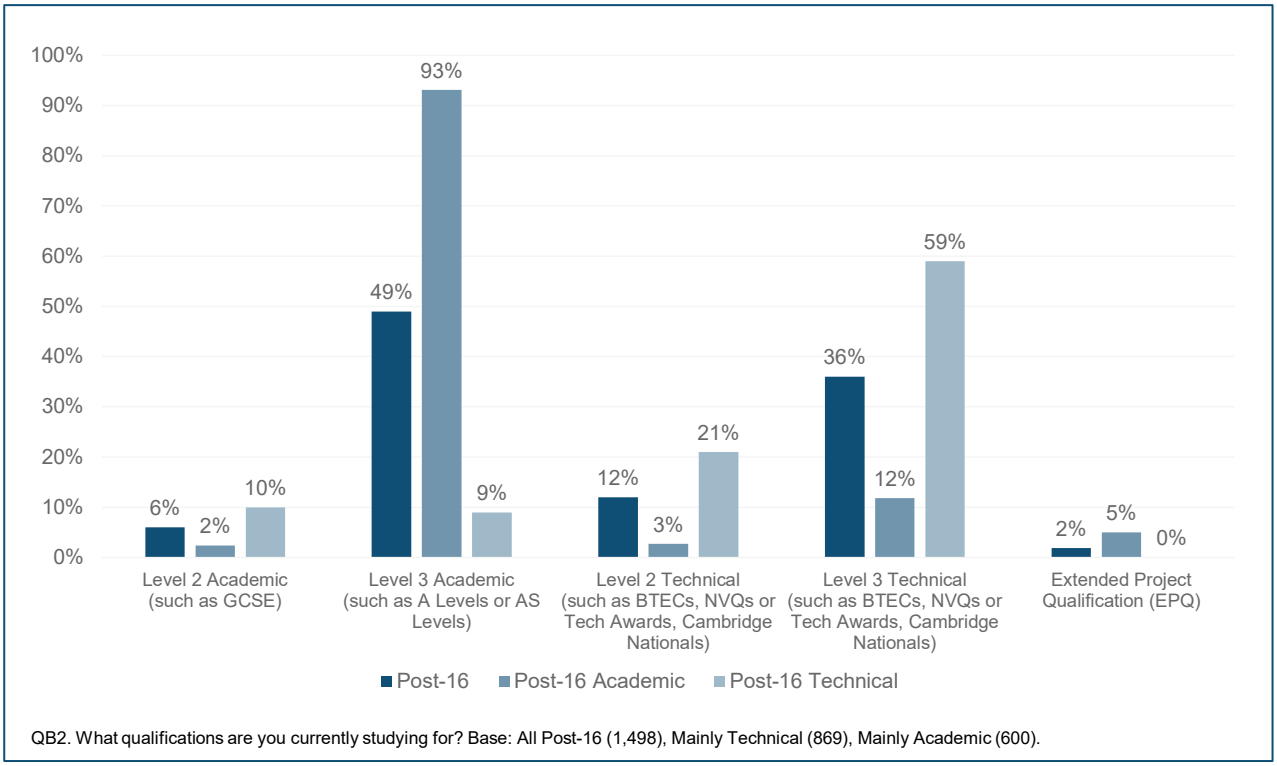


Qualification studying for based on sample. Base: Post-16 (1498)

[7] All pre-16 qualifications were treated as 'academic' qualifications, although there are some technical awards available to students in 14-16 education.
[8] This analysis uses the field 'core aim' to identify the learner's main form of qualification type. A small proportion of learners (36) are classified on the sample as 'unknown' because they do not have any information in the 'core aim' field.

The survey data is able to provide greater detail on these qualifications, as shown in Figure 4. This figure shows the proportions studying each qualification, split by whether their main learning aim is academic or vocational. Amongst the post-16 group overall, the majority are studying for some form of Level 3 qualification (49% Level 3 Academic, 36% Level 3 Technical). Small proportions are studying for Level 2 qualifications or Extended Project Qualifications (EPQs)[9].

Figure 4: Qualifications studied by post-16 students, from survey



QB2. What qualifications are you currently studying for? Base: All Post-16 (1,498), Mainly Technical (869), Mainly Academic (600).

Subjects studied

This section describes the subjects studied at each qualification level, with particular emphasis on English and Maths. It is worth noting that the following subjects are compulsory (core) at key stage 4 (pre-16) education: Maths, English Language, and Science (either individual sciences – physics, biology and chemistry, or combined science). Full-time students who achieve a Grade 3 (previously D) in Maths and / or English at GCSE are required to retake this qualification during their post-16 study as part of a condition of funding placed on 16-19 providers. Full-time students with prior attainment of a GCSE grade 2 or below, or grade E or below, and part-time students who

[9] An Extended Project Qualification (EPQ) is a Level 3 qualification taken by some students in England and Wales. The students' choice of topic is free, although they must show that it is academically useful, either related to their current course of study, or their future career.

have a grade 3, or grade D GCSE or equivalent in maths and/or English can study either a GCSE or an approved stepping stone qualification to meet the condition of funding.[10]

Please note that these are the subjects studied amongst the survey population, and not necessarily amongst the population generally.

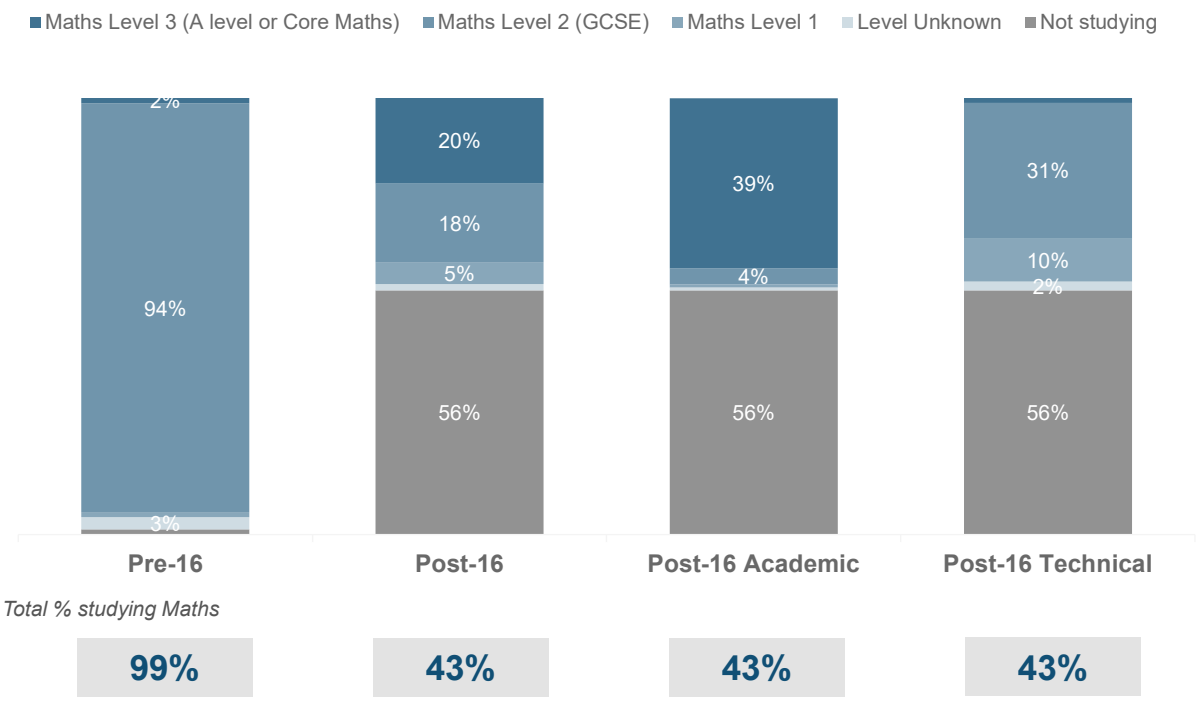
Proportions studying Maths and level of study

Maths is studied by the vast majority of pre-16s (99%) but is studied by less than half of those in post-16 education (44%). Of those post-16s studying Maths, Figure 5 shows that 39% of those in academic study are studying Level 3 Maths compared to just 2% of those studying technical qualifications.

Just under one third (31%) of those studying for a post-16 technical qualification are studying Level 2 Maths, compared to 4% of those in post-16 academic study. A small minority of each group are studying Level 1 Maths.

Figure 5: Proportion of students studying Maths by level, year group and main qualification type

[10] For further information please see: https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding



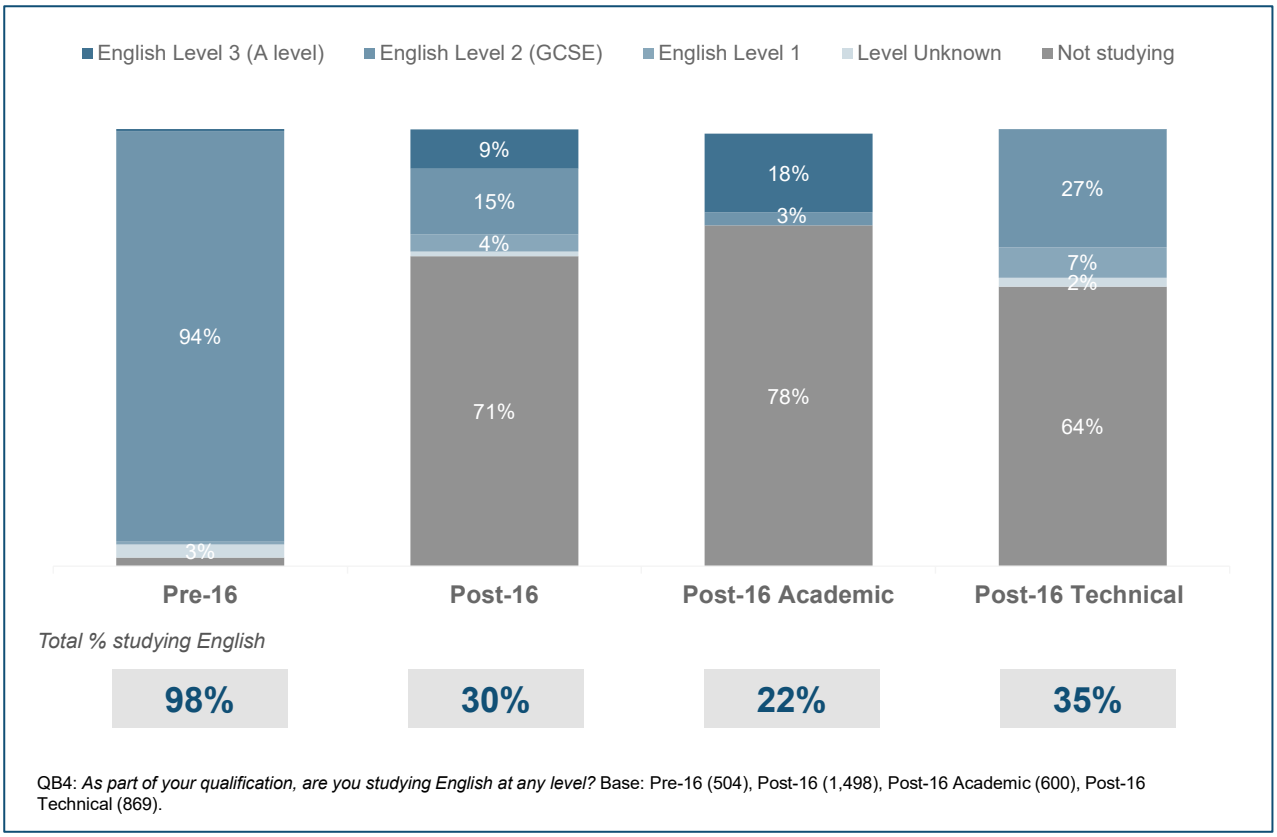
QB3: *As part of your qualification, are you studying maths at any level?* Base: Pre-16 (504), Post-16 (1,498), Post-16 Academic (600), Post-16 Technical (869).

Proportions studying English and level of study

In line with the findings for Maths, Figure 6 shows that while the vast majority of students in pre-16 education are studying Level 2 English, just 29% of post-16s are studying English at any level.

Post-16s studying for a technical qualification are more likely to be studying English at some level than those studying for an academic qualification (37% compared to 21% respectively). Of those studying for a post-16 technical qualification, one quarter are studying English at Level 2 (27%); in contrast, just 3% of post-16 academic students are studying at that level, with close to one fifth (18%) studying English at Level 3.

Figure 6: Proportion of students studying English by level, year group and main qualification type



QB4: *As part of your qualification, are you studying English at any level?* Base: Pre-16 (504), Post-16 (1,498), Post-16 Academic (600), Post-16 Technical (869).

Amongst the post-16 group, female students are more likely to be studying English at Level 3 (13% females vs. 5% males), while male students are more likely to be studying at Level 2 (19% males vs. 12% females).

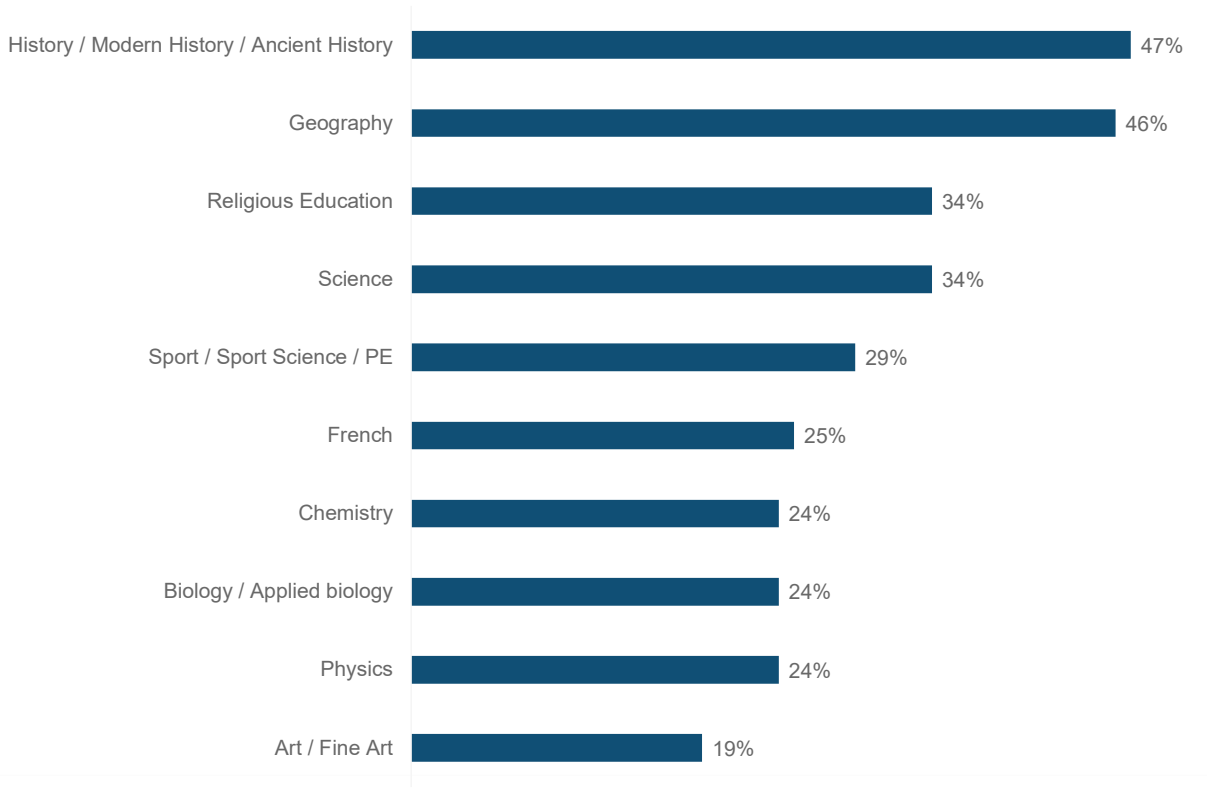
Other subjects studied at GCSE or Level 1/2 Certificate

Figure 7 shows the proportion of pre-16 students (in Years 10 and 11) studying other subjects at GCSE or Level 1/2 Certificate. Given the extensive range of subjects studied at this level, we have restricted the list to the 'top 10' subjects, not including English and Maths which have been previously discussed.

Nearly half of this group reported that they study History (47%) and Geography (46%), while roughly one-third reported studying Religious Education and Science[11] (34% each). Roughly a quarter of students study each of the following subjects Sport, French, Chemistry, Biology and Physics, while one-fifth study Art or Fine Art.

[11] Please note that Science does not include Double Science or Combined Sciences, as these qualifications are equivalent to two or more GCSEs, so were classified separately for analysis. References to Double Science or Combined Science were not among the 10 most mentioned GCSE level qualifications.

Figure 7: 'Top 10' subjects studied at GCSE or Level 1/2 Certificate by Pre-16 students, apart from English and Maths

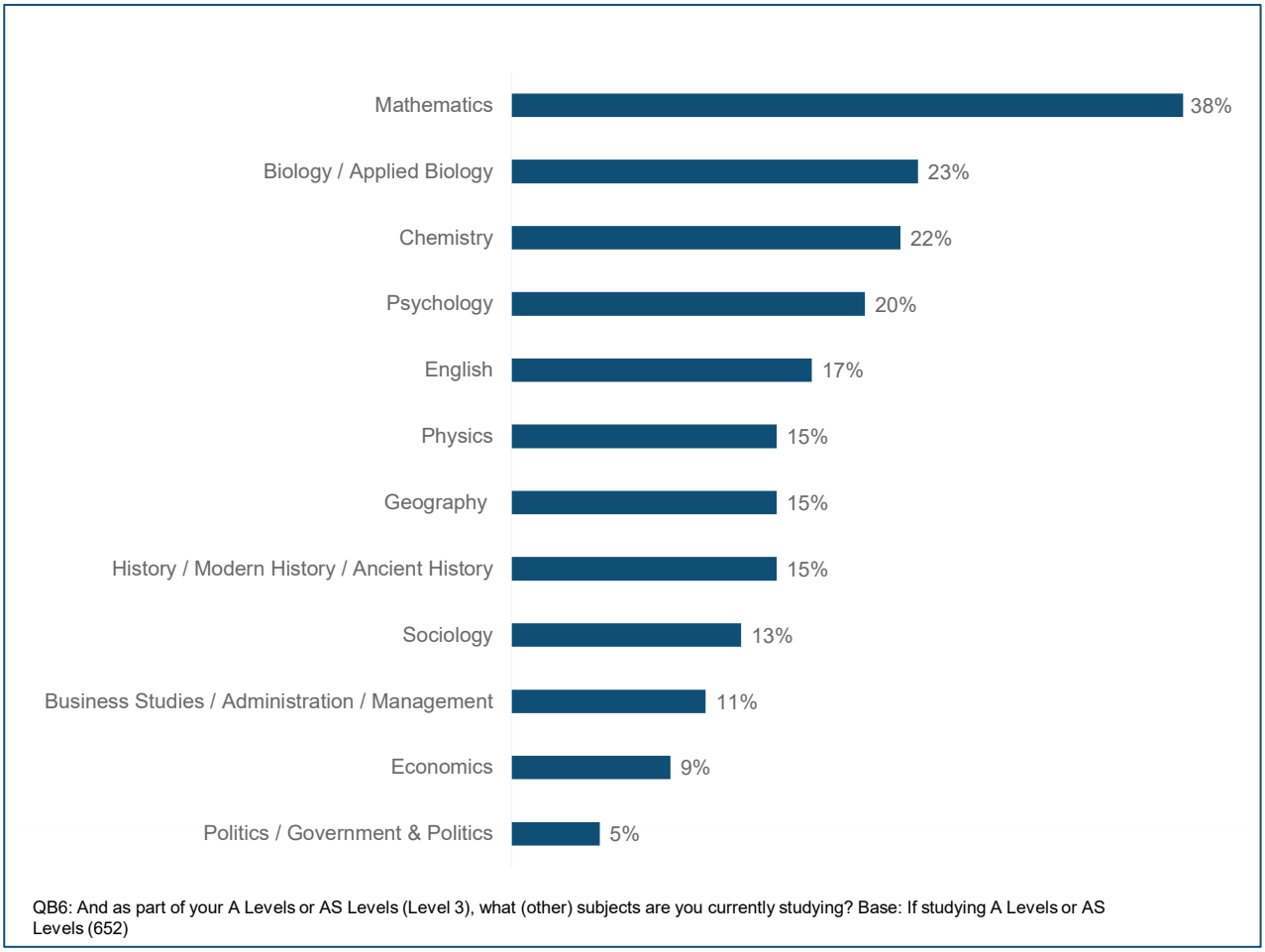


QB5: And as part of your GCSE or iGCSE qualifications (Level 2), what (other) subjects are you currently studying? Base: If studying Level 2/GCSE equivalent qualifications in years 10 or 11 (498)

Other subjects studied at A Level or AS Level

Figure 8 shows the most commonly studied subjects amongst all students studying at A level or AS level. The list includes the 'top 10' subjects, in addition to English and Maths, which are shown for comparison. Of those studying for Level 3 A- or AS-Levels (or the equivalent), the most popular subjects (after Maths) are Biology, Chemistry and Psychology, each studied by around a fifth of students.

Figure 8: Top 10' subjects studied at A level or AS level (in addition to English and Maths)



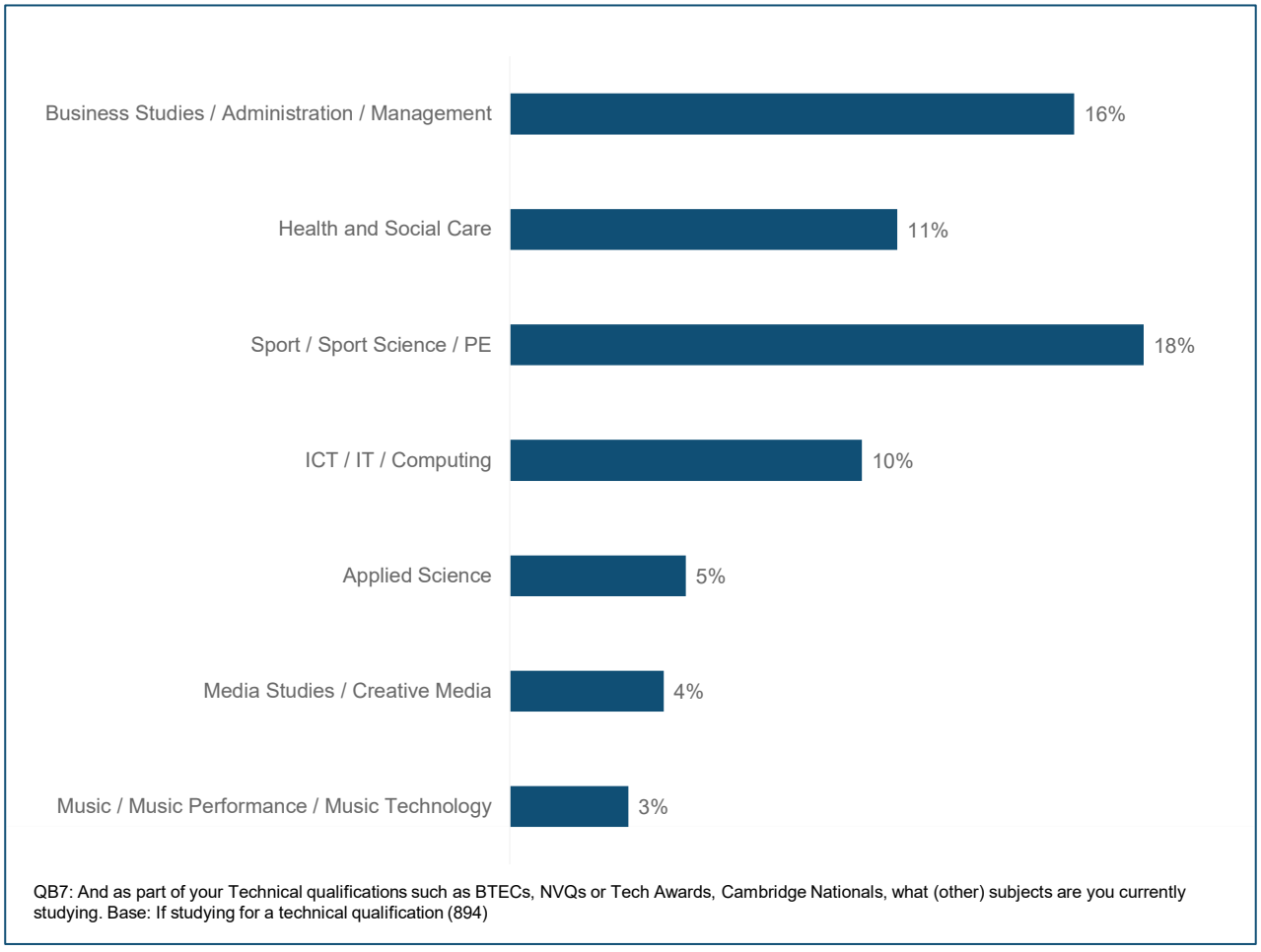
QB6: And as part of your A Levels or AS Levels (Level 3), what (other) subjects are you currently studying? Base: If studying A Levels or AS Levels (652)

Most commonly studied technical subjects

Amongst students studying technical qualifications[12], such as BTECs and NVQs, Sport Science (18%), Business Studies (16%) and Health and Social Care (11%) subjects come out on top, each studied by more than one in ten technical students, as shown in Figure 9. Smaller proportions study ICT-related qualifications, Applied Science, media related subjects and music-based courses.

There is a range of other subjects studied by very small proportions of the survey sample including Creative Arts, Fashion and Beauty, Childcare, Travel and Construction/ Brick Masonry/ Plumbing, as well as some traditional academic subjects.

Figure 9: Most commonly studied technical subjects



QB7: And as part of your Technical qualifications such as BTECs, NVQs or Tech Awards, Cambridge Nationals, what (other) subjects are you currently studying. Base: If studying for a technical qualification (894)

[12] Applied General Qualifications were categorised as technical qualifications.

Qualification hours

The chapter contains findings from the qualitative research with education providers describing how they calculate and record qualification hours. It then goes on to report data from the survey of students concerning the time that they spend in teaching and learning that counts towards their qualifications.

Defining qualification hours

Qualification hours are defined by the Department as; “hours of teaching and learning that count towards externally certified qualifications that are approved for teaching to 16 to 19 year olds under section 96.” Qualification hours for each student are recorded in either the Individualised Learner Record (ILR) or the School Census, depending on the institution type, along with non-qualification hours (which will be discussed in the next chapter). Time spent on activities which are not timetabled, such as homework and self-study are not regarded as qualification hours.

During the qualitative phase, learning providers of post-16 education were asked how they identified and defined qualification hours and overall, qualification hours were reported to be very straightforward to calculate.

"Qualification activities we classify quite easily, that is taught hours that are associated with the delivery of a listed qualification."

FE College

Calculating qualification hours

Learning providers interviewed reported that, when designing their timetables and complete the ILR or School Census, they largely allocate an equal number of hours to each subject studied, with some variation by year group. GCSE, A Level or technical qualifications are often referred to as ‘blocks’ and each block is given the same number of hours. Students generally take a greater number of AS options in Year 12 and take fewer A Levels in Year 13; as a result, the number of hours allocated to each remaining qualification increases in Year 13.

The approach taken by commercial and charitable organisations and FE colleges was slightly more flexible, as the number of qualification hours and how these are distributed largely depend on whether the learner needs to re-take English and Maths GCSEs. If a student is re-taking English or Maths the learning provider typically assigns three hours per week, per qualification. Many of the students at these providers do need to re-take these subjects, but if learners already hold the requisite grades in English and Maths this

block of hours will usually be filled up with shorter courses that lead to a qualification, or with non-qualification hours.

Commercial and charitable institutions were also more likely to say the number of qualification hours can be tailored to the learner's needs. Some learners might, for example, be seen to benefit more from building employability related skills such as interviewing skills and application writing, or from developing soft skills, such as confidence and motivation. This was particularly the case among providers working with vulnerable young adults, who may have been out of education for a few years.

Recording qualification hours

Learning providers largely reported that recording qualification hours was straightforward and the only challenge related to specifying a student's "main learning aim" if they were doing more than one qualification.

"We record anything that is timetabled and we have the qualification and EEP hours, the IT system picks that up from anything that's on their timetable and calculates it for an individual student so we don't have to do any work on that."

Sixth Form College

One school however felt the process was overly complicated and not particularly flexible. For instance, they had found correcting an error cumbersome and time-consuming.

Some providers mentioned having a system whereby the senior team sense-checked the total numbers before submitting the School Census or ILR. Some also used software that automatically input the curriculum straight into the ILR, which they would then supplement with an audit of the data to make sure it was in line with expectations.

"Completing the ILR is fairly easy. With the system we've got, we just put the qualification hours against each course… We can run a routine before the October ILR, the census date, which will calculate the hours for each student and we will do a sense check on it."

Sixth Form College

Providers were asked to what extent funding bands influenced their approach to timetabling. The funding bands were said to be very influential in so far as it meant they would always want to make sure a student qualified as full time. Beyond the number of hours provided to each student it did not, however, influence the design of the timetable.

"We want to make sure that people are classed as full time students so we want to make sure they get the right hours to class them as a full time student. That would be the only consideration in terms of funding".

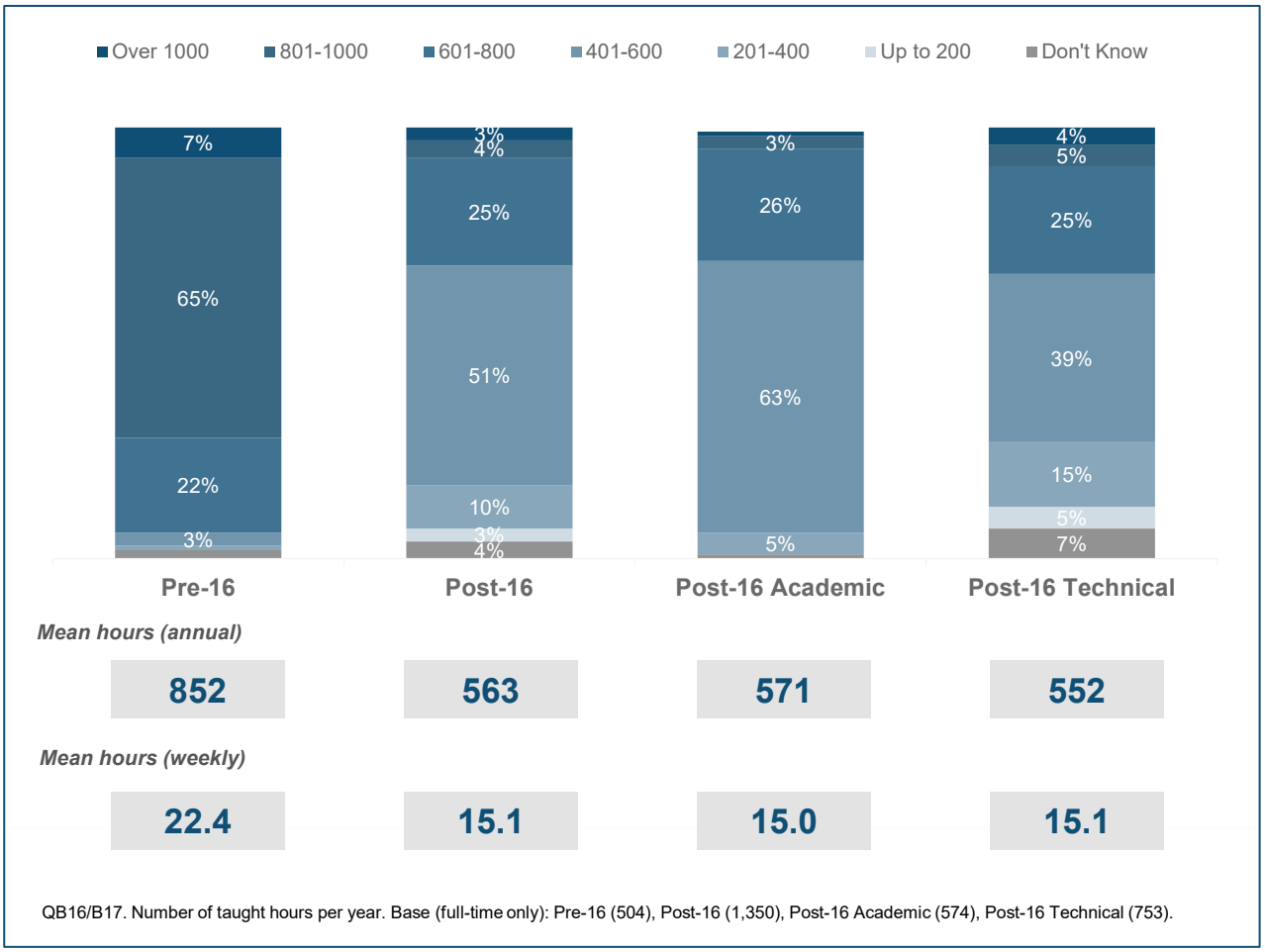
Sixth Form College

Total taught hours among full-time students

Qualification hours are referred to in this report as ‘taught hours’ to make it clear that this refers to the time students **reported** that they spend in timetabled lessons or classes that count towards a qualification. The number of taught hours students reported that they receive varies greatly by academic level, qualification type and institution type.

Figure 10 shows that pre-16 students have the highest volume of taught hours annually, on average receiving 852 hours across all their subjects (22.4 per week) and with a majority reporting taught hours of more than 800 per year. This compared to an average of 563 hours amongst post-16 students (15.1 hours per week). There is no significant difference in reported hours between those studying for academic and technical qualifications.

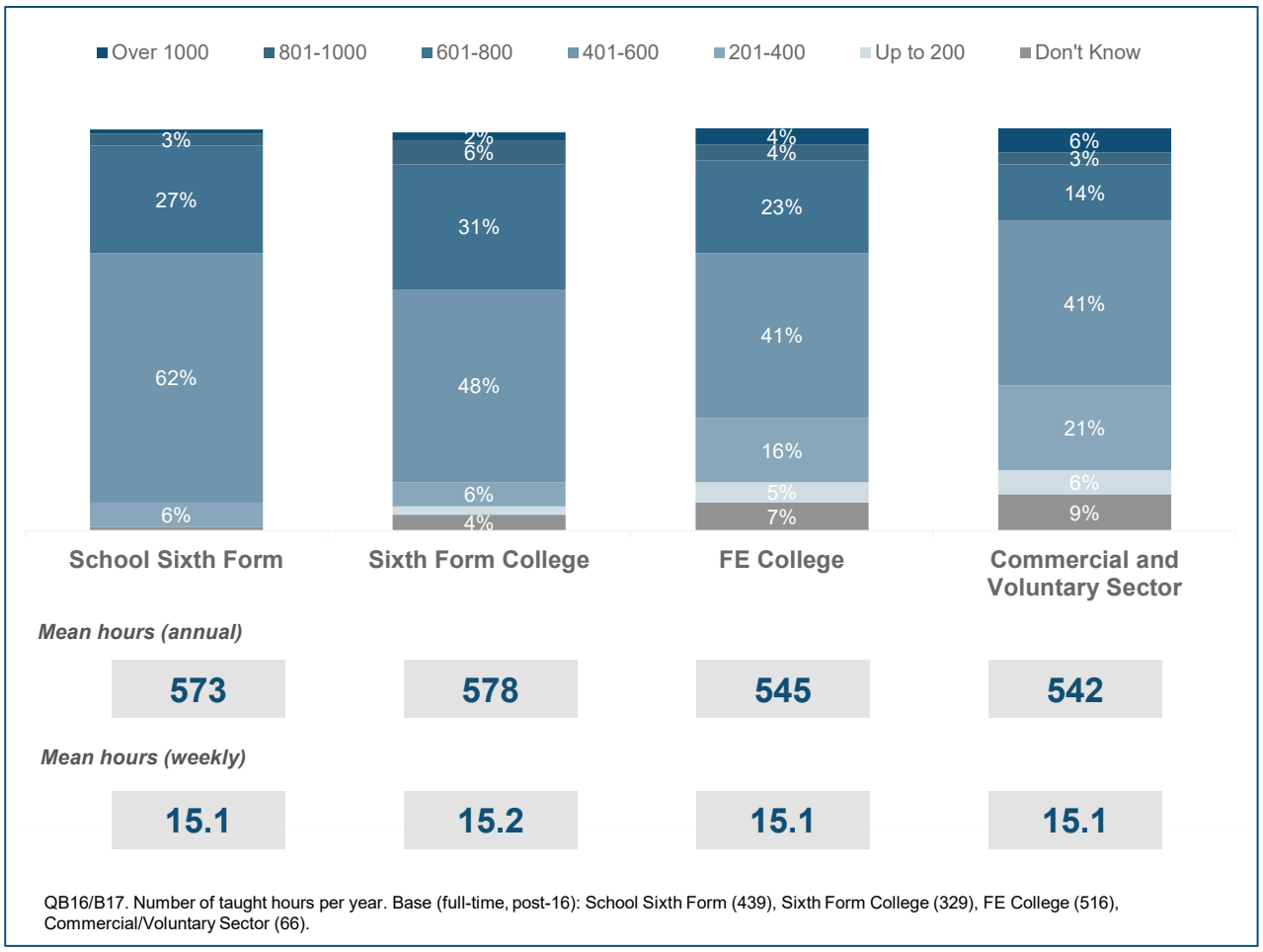
Figure 10: Average annual and weekly taught hours, by year group and main qualification type



QB16/B17. Number of taught hours per year. Base (full-time only): Pre-16 (504), Post-16 (1,350), Post-16 Academic (574), Post-16 Technical (753).

There are no significant differences between students by institution type at post-16, see Figure 11. These students receive roughly the total annual hours and the same number of hours per week (15 hours on average). However, students in school sixth forms were more likely to report taught hours of between 400 and 600 per year than those in other educational institutions.

Figure 11: Post-16 Number of taught hours by institution type



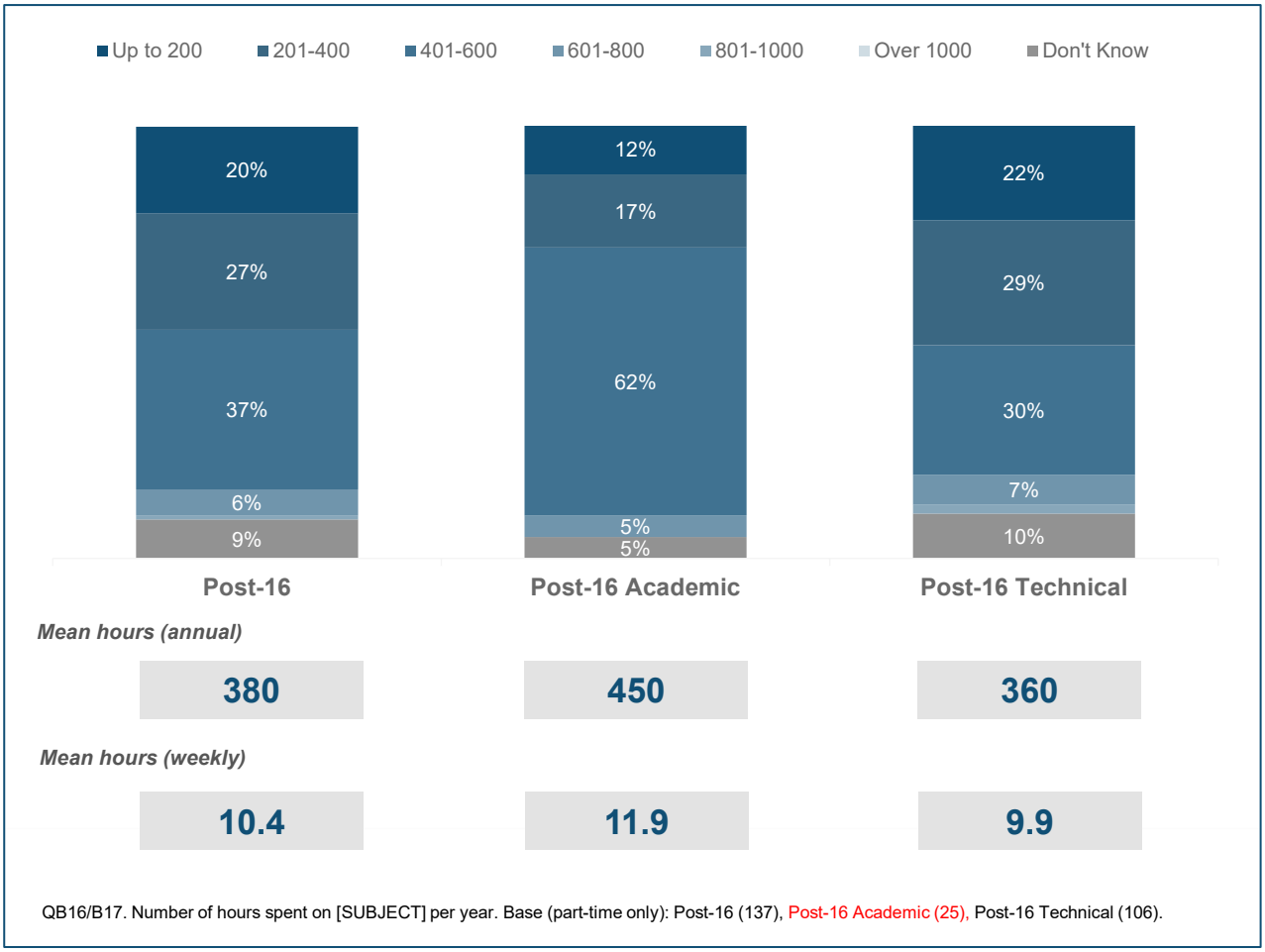
QB16/B17. Number of taught hours per year. Base (full-time, post-16): School Sixth Form (439), Sixth Form College (329), FE College (516), Commercial/Voluntary Sector (66).

Total taught hours among part time students

Part-time students in post-16 education report receiving 380 taught hours annually, or an average of 10.4 hours per week, see Figure 12. This is 33% fewer taught hours than full-time post-16 students.

Those studying part-time for an academic qualification report slightly higher figures, averaging 450 hours per year and 11.9 hours per week, compared to 360 hours per year and 9.9 hours per week amongst those studying for technical qualifications.

Figure 12: Number of taught hours among part time students, by main qualification type



QB16/B17. Number of hours spent on [SUBJECT] per year. Base (part-time only): Post-16 (137), Post-16 Academic (25), Post-16 Technical (106).

Base sizes here are very low for post-16 academic, so the analysis should be treated with caution. Due to low base sizes, further subgroup analysis is not possible for part-time students.

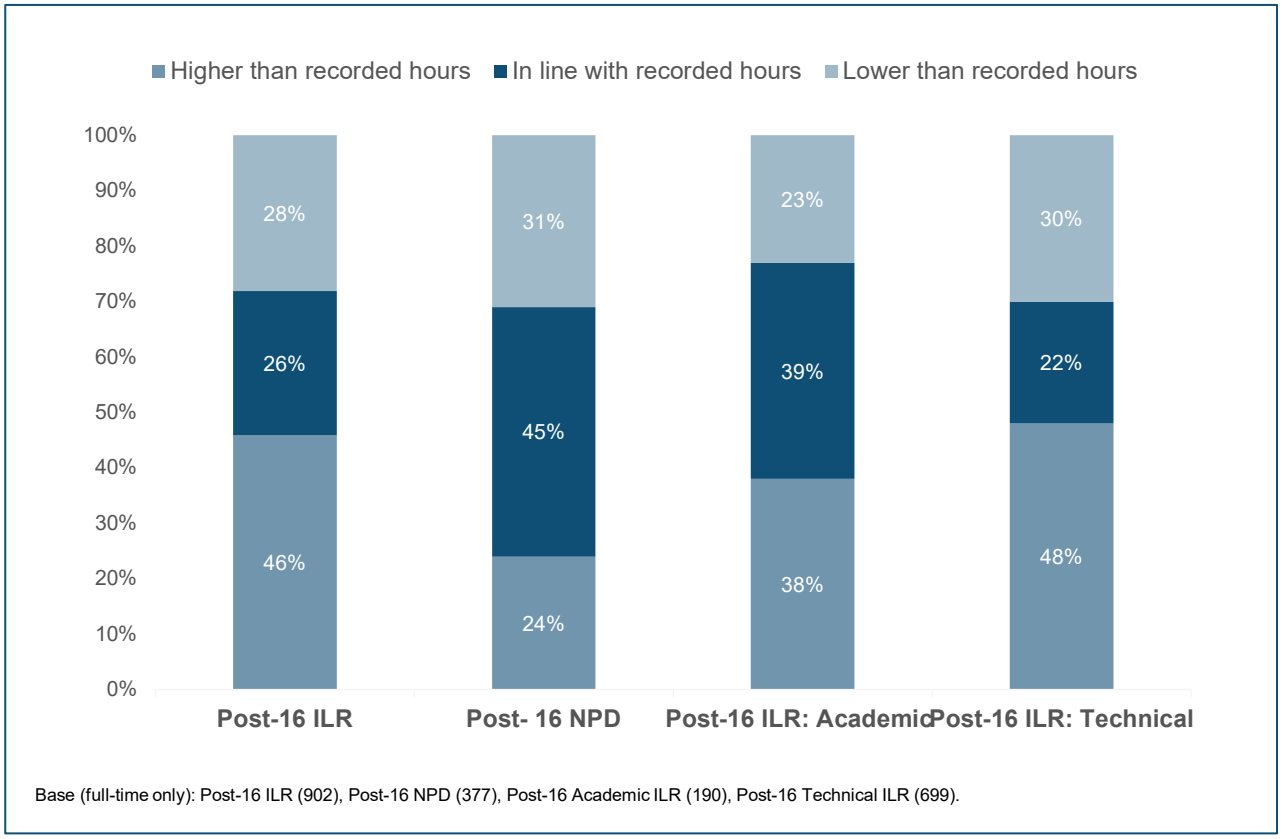
Comparison with hours recorded in the ILR / Schools Census

Inevitably, given the nature of the survey – which relied on recall and asked students to describe a "typical" week rather than give a picture of a school or college year in its entirety - there were differences between hours reported by students and those recorded on the ILR and Schools Census. Reported and recorded hours are described as 'in line' if the hours reported by the student were within 10% of those recorded by the educational institution in the ILR or Schools Census.

Figure 13, shows that for students with details recorded in the ILR, just over a quarter (26%) report hours that are 'in line' with that recorded by their educational institution, with a further quarter (28%) reporting hours lower and nearly half (46%) reporting hours higher than those reported by their institution.

Figure 13 shows a lower level of discrepancy between the taught hours reported by students with data recorded in the Schools Census, and the hours recorded by their educational institution, compared with those whose data was recorded on the ILR. Close to half (45%) report hours that are in line with the Schools Census data, just under one quarter (24%) report lower than recorded hours and just under one third (31%) report higher than recorded hours.

Figure 13: Taught hours reported by students compared to hours recorded by their educational institution in the ILR / Schools Census (NPD)



Base (full-time only): Post-16 ILR (902), Post-16 NPD (377), Post-16 Academic ILR (190), Post-16 Technical ILR (699).

Taught hours by subjects studied

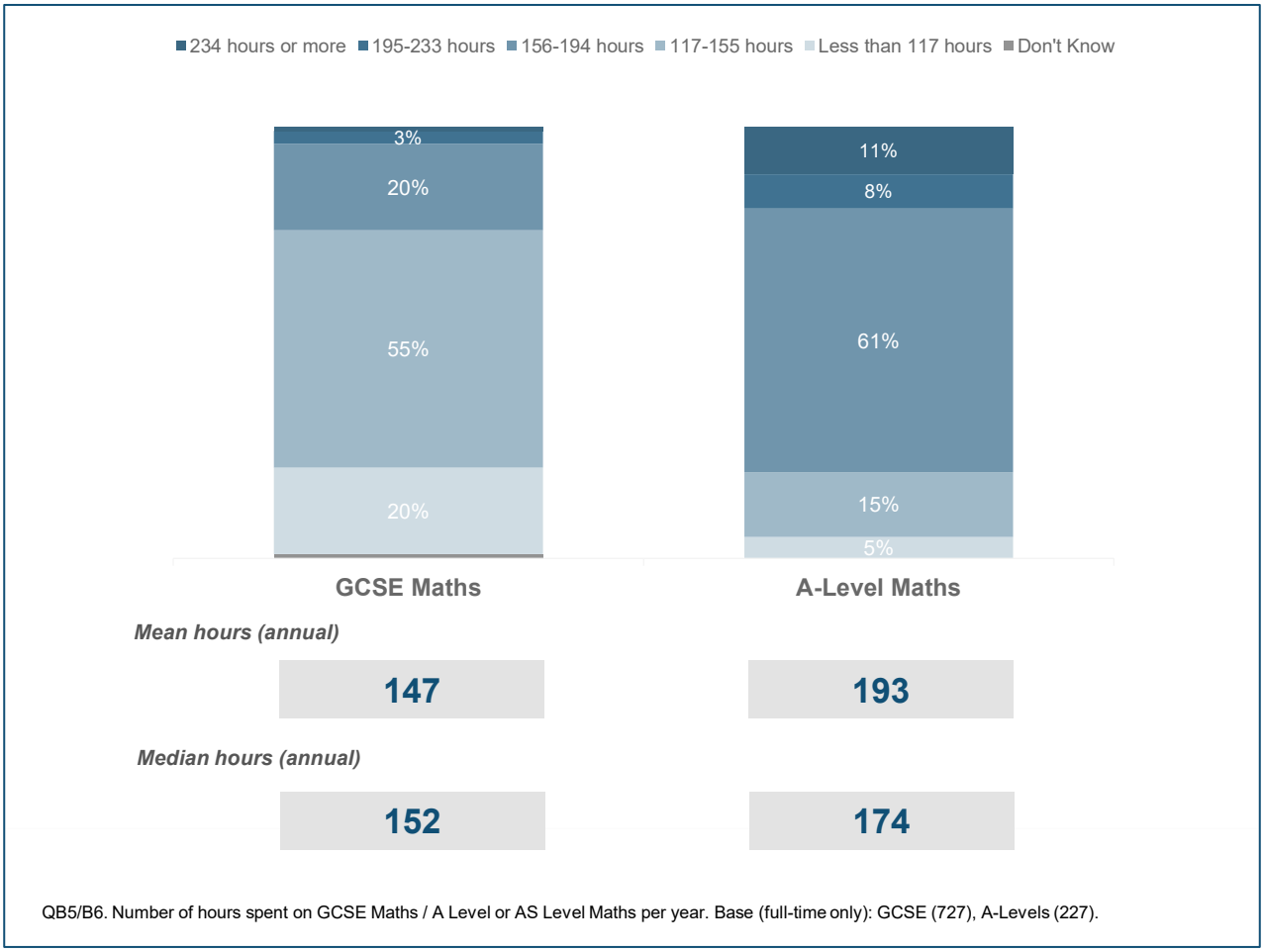
This section considers how taught hours vary by subject of study, with a particular focus on Maths and English.

Maths taught hours

Findings suggest considerable variation in the number of taught hours that students report, depending on their main qualification type and level of study, as well as by type of educational institution.

Figure 14 shows that students studying for A level (or equivalent) qualifications report receiving a significantly higher number of taught Maths hours annually than those studying at GCSE-level. A level students receive, on average, 193 taught hours each year as compared to 147 hours reported by GCSE students (including those in both pre and post-16 education).

Figure 14: Number of taught hours per year for Maths, by qualification level



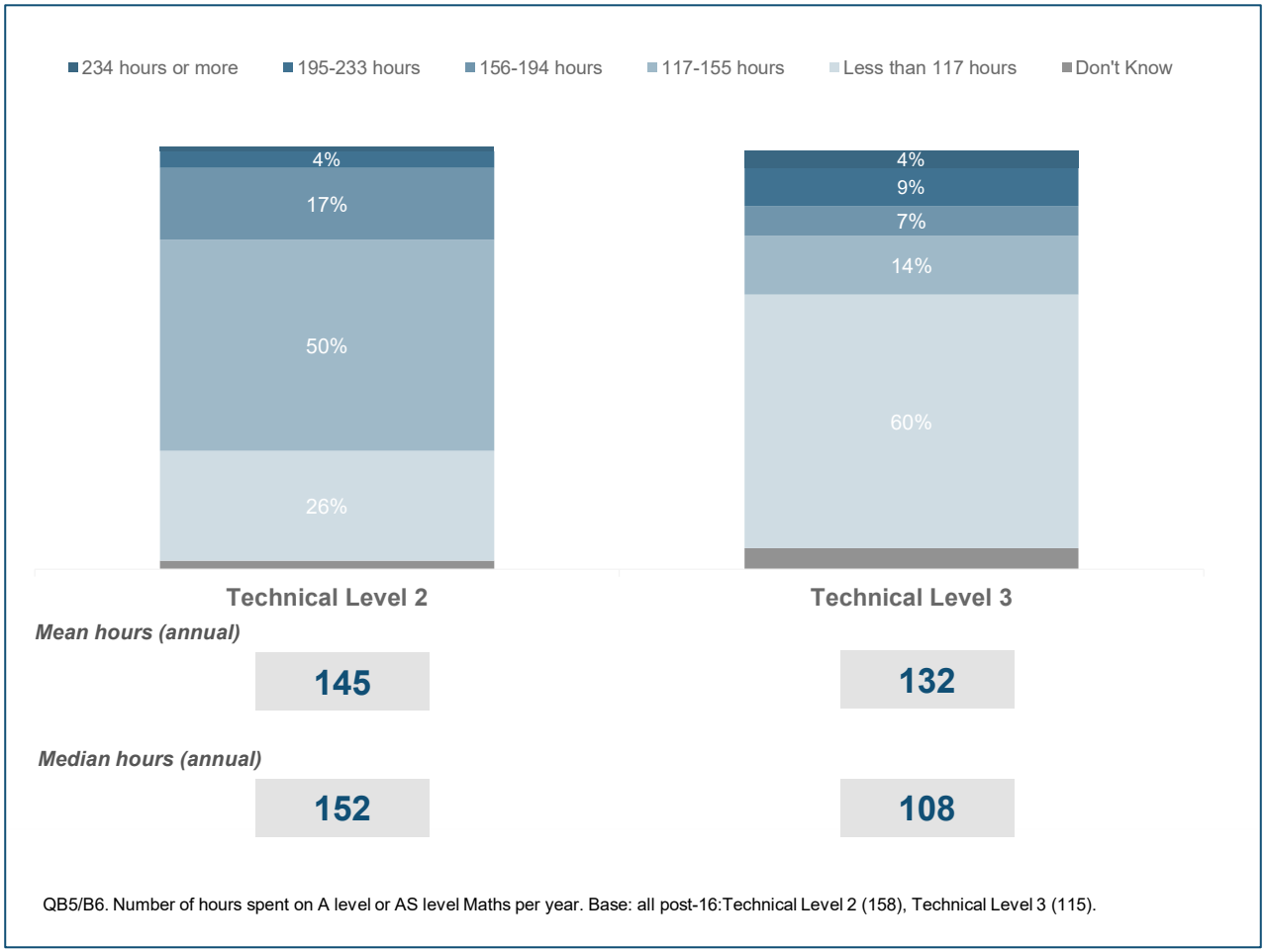
QB5/B6. Number of hours spent on GCSE Maths / A Level or AS Level Maths per year. Base (full-time only): GCSE (727), A-Levels (227).

As discussed, Maths is a core subject at GCSE and students that achieve a Grade 3 (previously D) must continue to study the qualification post-16 until they achieve a GCSE standard pass in the subject. As such, the findings displayed in Figure 14 include individuals retaking it during post-16 study.[13]

[13] Those studying GCSE Maths post-16 tend to have fewer taught hours in this subject; 61% spent less than 117 hours on it per year (14% for pre-16), and only 11% spend 117-155 hours in taught hours per year (61% for pre-16s).

Figure 15 shows the taught hours for students in post-16 technical study who are also studying for GCSE Maths, by their level of study.[14] The figures are not significantly different from those for GCSE students overall. In addition, there is no significant difference in taught hours spent on Maths GCSE between the different levels of technical study at post-16, although level 3 students were more likely to be spending the fewest hours on GCSE Maths (60% studying for less than 117 hours, compared to 26% of those at level 2).

Figure 15: Number of taught hours per year for GCSE or Level 2 Maths, by Post-16 technical level



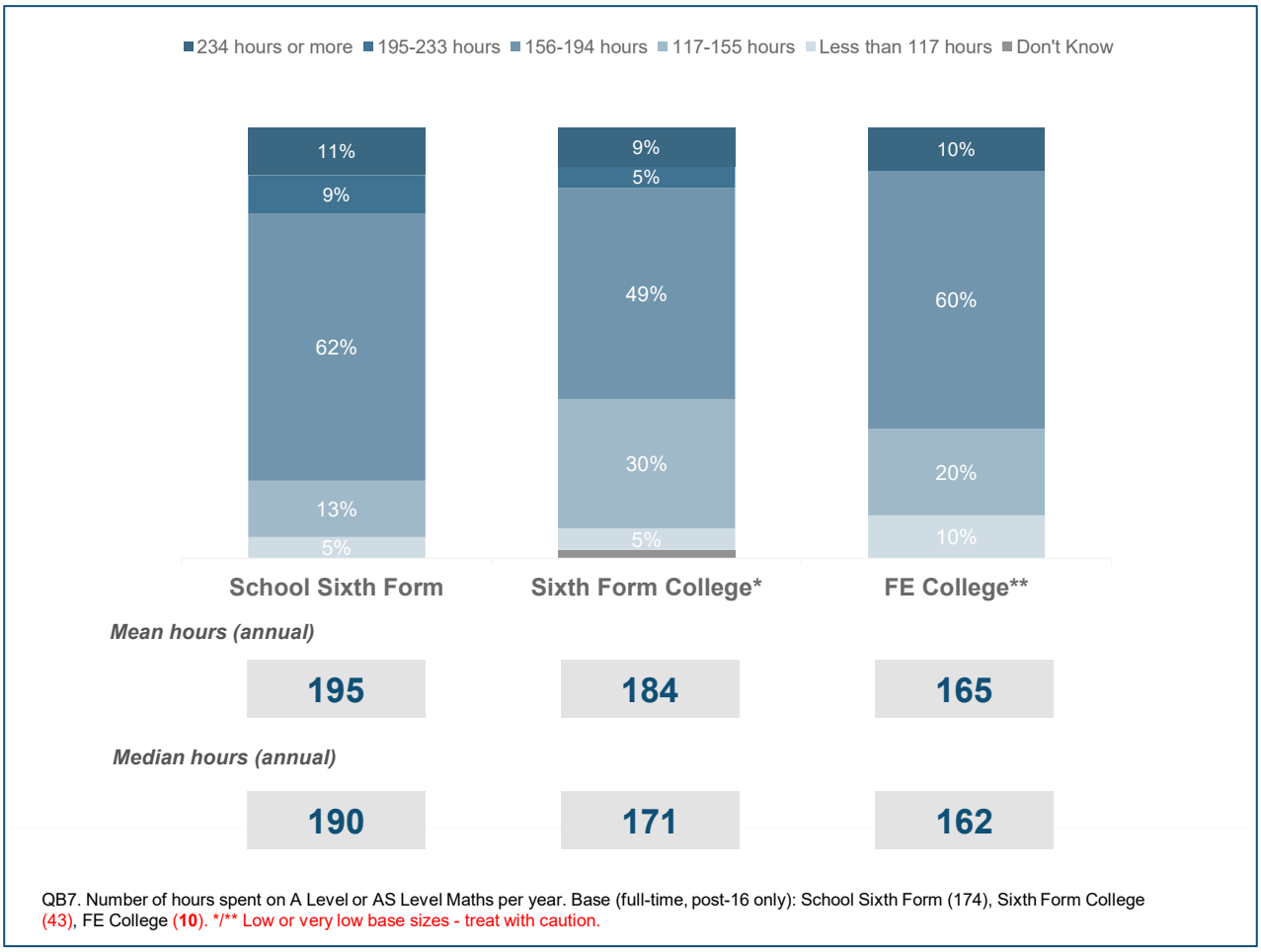
QB5/B6. Number of hours spent on A level or AS level Maths per year. Base: all post-16:Technical Level 2 (158), Technical Level 3 (115).

[14] Taught hours per year for GSCE Maths reported by post-16 academic students are not displayed due to low base sizes.

For A level or AS level Maths, there is some variation in taught hours by type of educational institution; Figure 16 shows that students in school sixth form report a slightly higher number of taught hours for Maths than those in sixth form or FE colleges. Students in school sixth form report an average of 195 taught hours for Maths annually versus 184 reported by students at sixth form colleges and 165 by those at FE colleges.

However base sizes are very low, so this analysis should be treated with caution.

Figure 16: Number of taught hours per year for A level or AS level Maths, by institution type



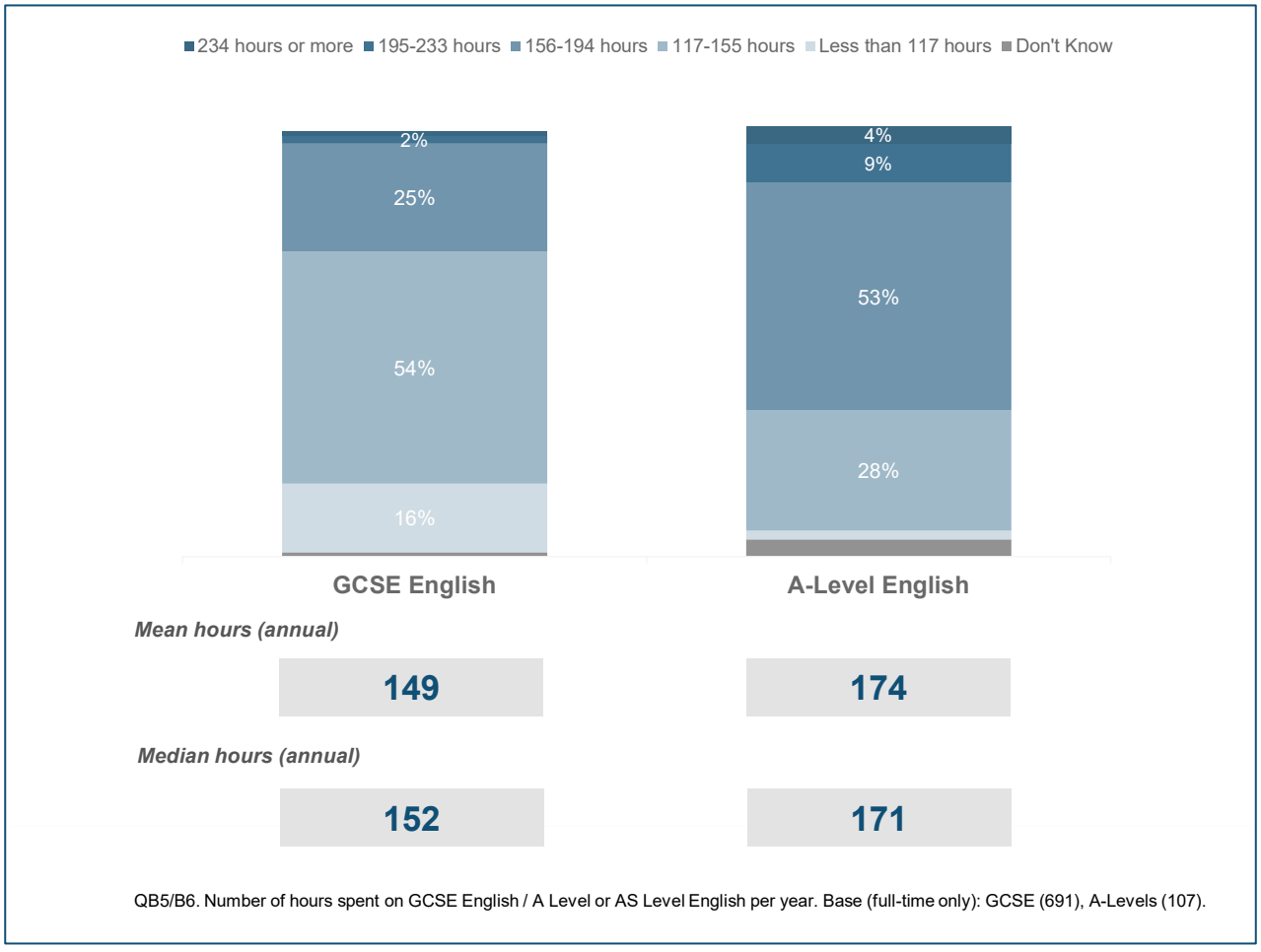
QB7. Number of hours spent on A Level or AS Level Maths per year. Base (full-time, post-16 only): School Sixth Form (174), Sixth Form College (43), FE College (**10**). */** Low or very low base sizes - treat with caution.

English taught hours

In a pattern similar to that for Maths, GCSE (or equivalent) students report receiving, on average, 149 taught hours for English each year, while A level (or equivalent) students report an average of 174 hours annually, see Figure 17.

English is also a core subject at GCSE and students that achieve a Grade 3 (previously D) must continue to study the qualification Post-16 until they achieve a GCSE standard pass in the subject. Figure 17 therefore includes individuals retaking GCSE English. Figure 18 shows the taught hours for students in post-16 technical study that are also studying for GCSE English, by their level of study.

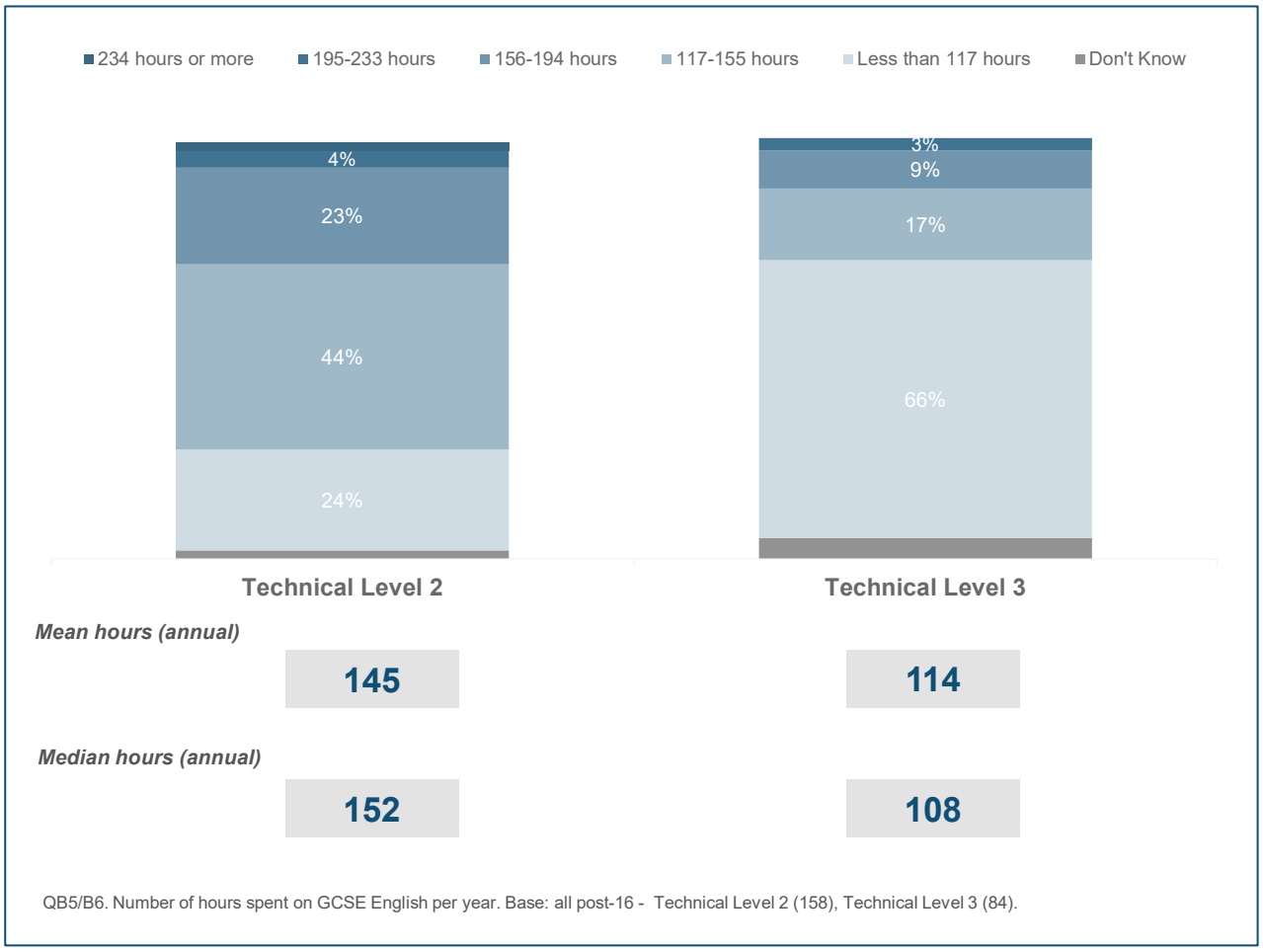
Figure 17: Number of taught hours per year for English, by qualification level



QB5/B6. Number of hours spent on GCSE English / A Level or AS Level English per year. Base (full-time only): GCSE (691), A-Levels (107).

In addition, Figure 18 shows that level 2 technical students spend longer on GCSE English (145 hours) per year, than those studying at level 3 (114 hours).[15]

Figure 18: Number of taught hours per year for GCSE English, by Post-16 technical level



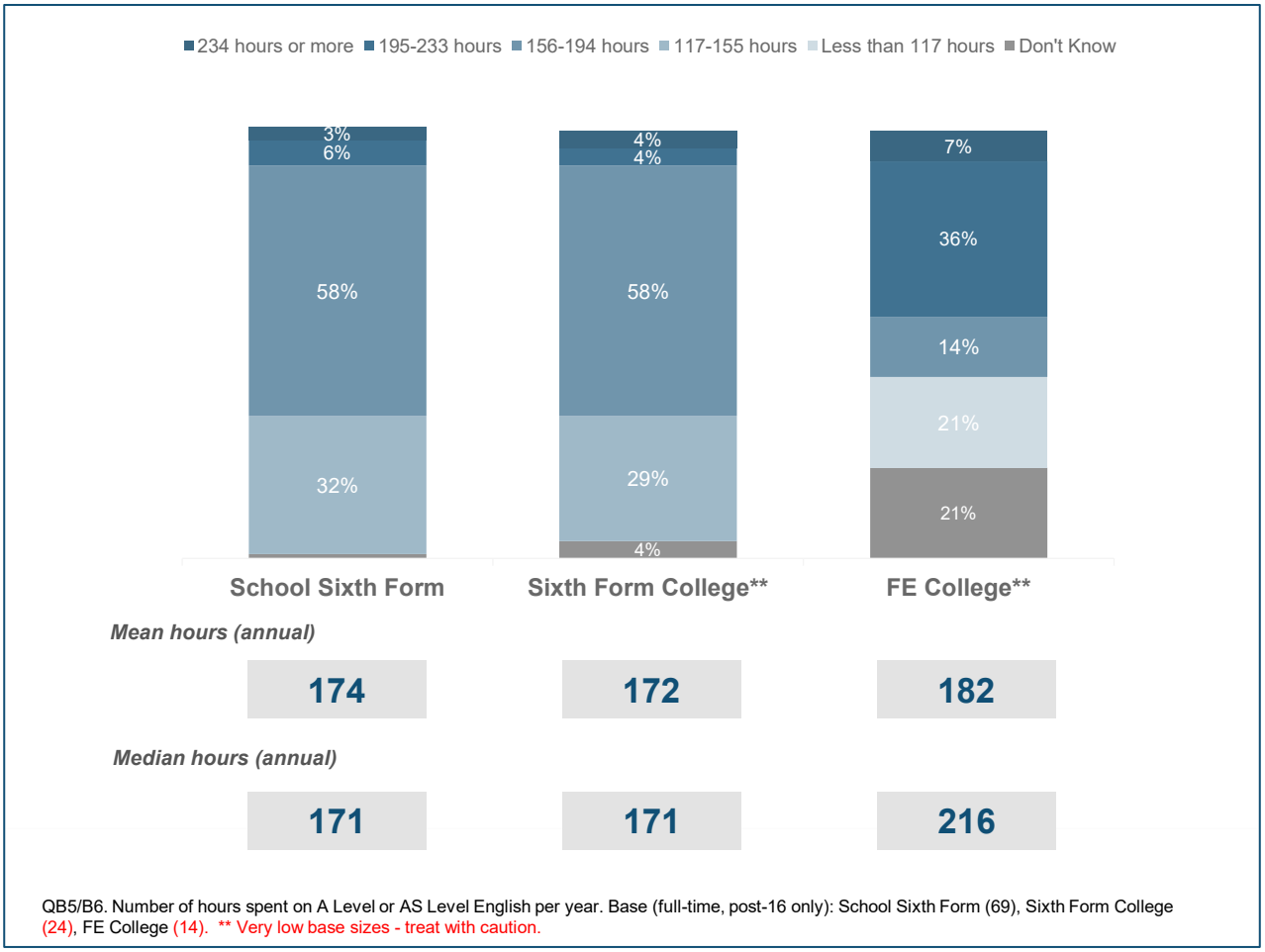
QB5/B6. Number of hours spent on GCSE English per year. Base: all post-16 - Technical Level 2 (158), Technical Level 3 (84).

[15] Taught hours per year for GSCE English reported by post-16 academic students are not displayed due to low base sizes.

In contrast to Maths, students report receiving a fairly similar number of taught hours for A or AS Level English across all types of educational institutions, ranging from an average of 172 annual taught hours at sixth form colleges to 182 taught hours at FE colleges, see Figure 19.

Please note that base sizes are very low, so this analysis should be treated with caution.

Figure 19: Number of taught hours per year on A Level or AS Level English by institution type



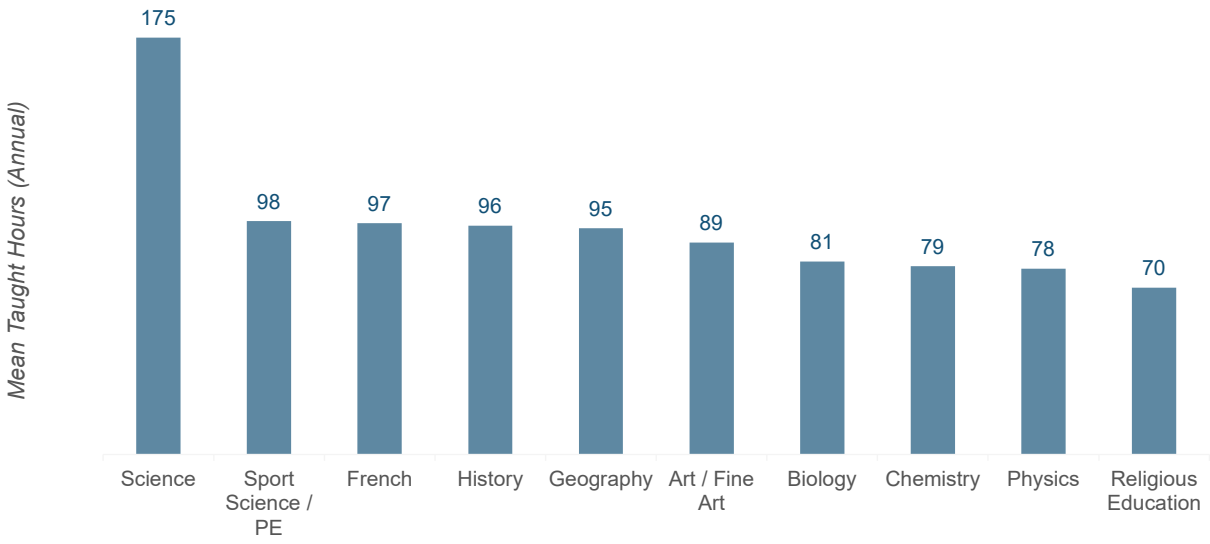
QB5/B6. Number of hours spent on A Level or AS Level English per year. Base (full-time, post-16 only): School Sixth Form (69), Sixth Form College (24), FE College (14). ** Very low base sizes - treat with caution.

Taught hours for other GCSE subjects

On average[16], most GCSE subjects have fewer taught hours than Maths and English. Figure 20 shows that, for all students studying GCSEs, French, Sport/PE, History, Geography, Fine Arts, individual sciences, and Religious Education all average below 100 hours per year. The exception on this chart is Science which has the highest number of annual reported hours (175 per year on average), this may be due to a high degree of variability in students' reporting around Science subjects.[17]

Figure 20: Average number of taught hours per year by GCSE subject[18]

[16] Median annual hours is not shown here as they do not differ significantly from mean average annual hours.
[17] Please note that Science does not include Double Science or Combined Sciences, where this has been specified by the student's response, however, figures for 'science' do include those where no further detail about the specific Level 2 science qualification being undertaken was provided.
[18] Please where students specified they are studying for a GCSE in Double/Triple or Combined Science they have been coded as such. Figures provided by students for "Science" have been cleaned as far as possible, however due to the variability in how young people reported their subjects it is possible that some figures coded as "Science" may refer to Double/Triple or Combined Science hours if not specified by the student.



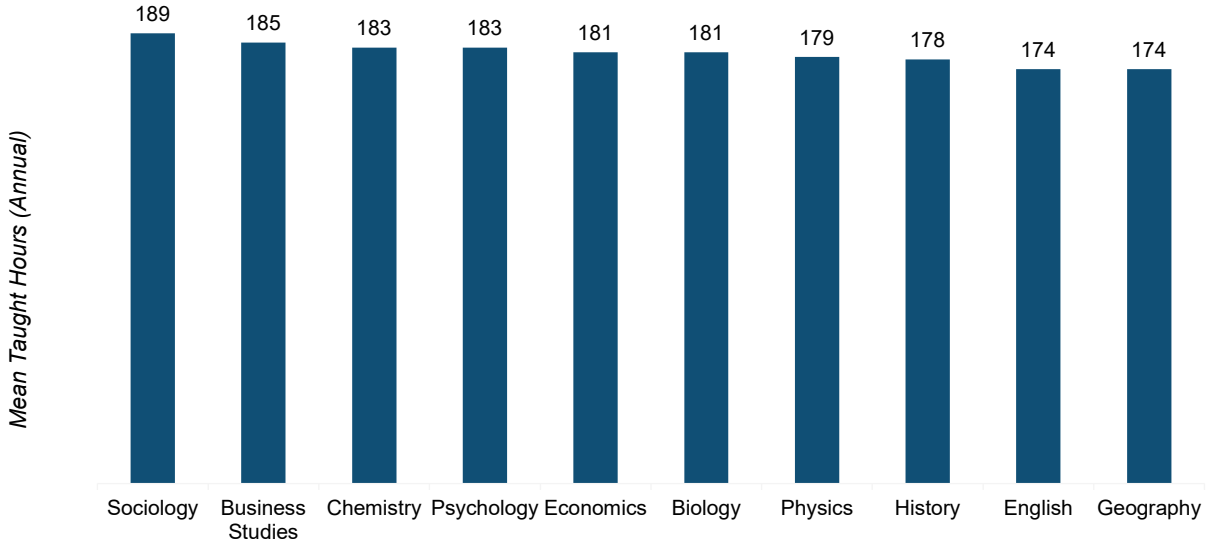
QB5. Number of hours spent on [SUBJECT] per year. Base (full-time only, pre- and post-16 per subject): Maths (517), English (516), History (236), Geography (224), Religious Education (171), Science (169), Sport Science / PE (144), French (126), Biology (125), Chemistry (123), Physics (120), Art / Fine Art (98).

Taught hours for other A level subjects

Amongst A-Level (or equivalent) subjects, students' average annual taught hours are fairly consistent across the most commonly-studied subjects, see Figure 21.[19] Most students receive an average of 170-190 hours per subject. Sociology has the highest reported hours at 189 annually, followed by Business Studies, Chemistry, Psychology and Economics.

Figure 21: Average number of taught hours per year on A Level subjects

[19] Median annual hours are not shown as they do not differ significantly from mean average annual hours.

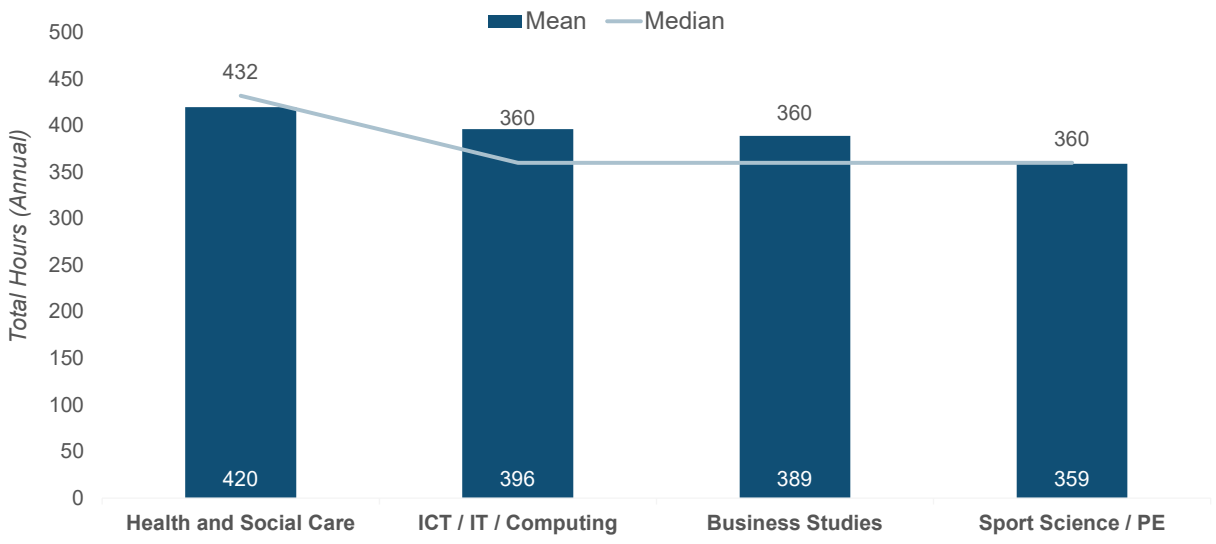


QB6. Number of hours spent on [SUBJECT] per year. Base (full-time, post-16 only per subject): Maths (226), English (107), Biology (133), Chemistry (125), Psychology (122), History (89), Physics (89), Geography (84), Sociology (83), Business Studies (71), Economics (60).

Taught hours for technical subjects

Subjects studied for post-16 technical qualifications are extremely diverse, as are the numbers of taught hours per year that students reported for each. Figure 22 shows that full-time students studying Health and Social Care report the highest number of taught hours, receiving an average of 420 hours per year (median 432). This is followed closely by 396 average taught hours for ICT/Computing (median 360), 389 for Business Studies (median 360) and 359 for Sport Science / PE (median of 360).

Figure 22: Mean and median number of taught hours per year on technical subjects



QB7. Number of hours spent on [SUBJECT] per year. Base (full-time only, post-16 per subject): Business Studies (117), Health and Social Care (97), Sport Science / PE (71), ICT / IT / Computing (62).

Non-qualification hours

The chapter contains findings from the qualitative research with education providers describing how they calculate and record non-qualification hours. It then goes on to report data from the survey of students concerning the time that they spend on non-qualification-related activities.

Non-qualification (planned employability, enrichment and pastoral (EEP) hours) include time spent on activities that:

- do not count towards a qualification;
- are for informal certificates or other non-qualification activity;
- are for tutorial purposes;
- are spent on work experience and other work-related activities;
- and/or are spent on enrichment, volunteering and/or community activities.

Only activities organised by, or on behalf of, the educational institution can be funded as non-qualification hours.

Perceptions of non-qualification hours

Learning providers

Non-qualification hours are most commonly referred to as EEP (employability, enrichment and pastoral) hours by learning providers. Both academic and technical providers are very positive about the value of non-qualification hours, which are seen to contribute greatly to employability. However, some schools and colleges report that they have had to reduce the number of non-qualification hours they offer in recent years, due to funding pressures.

FE colleges and commercial and charitable providers are particularly positive about EEP hours, and therefore try to prioritise these when planning timetables. Work experience is seen as particularly useful, followed by CV and interviewing training and work related soft skills, such as how to work independently, how to complete tax returns when self-employed etc.

“If EEP hours are set up well they contribute greatly to employability. There’s something vague about employability that we are not able to put our finger on. We know it’s got something to do with English and Maths, it’s got something to do with being ready to do things but if you want to find a causal relationship between what you do and what happens with the student, we don’t know what it is really. We just think certain things help. Just from observing students.”

FE College

“I think EEP hours are vital...it's not like teaching someone how to wire a plug but the softer skills...turning up to work on time, answering the phone...it's so much more.”

Commercial and charitable provider

Young people

The young people that participated in the focus groups for this research were able to list a range of activities they had participated in which they believed contributed to employability and life skills.

Among pre-16 students, these typically include mock interviews, visits to career fairs, Duke of Edinburgh, financial literacy and organised sport. Among post-16 students, the most common activities mentioned include visits to employers, work experience, mock interviews, careers fairs, university open days, volunteering and tutoring. Among all students, work experience and mock interviews are felt to be the most useful in terms of building employability skills. This mirrors findings from interviews with providers, who see work placements and interviewing training as particularly valuable.

While students overall are happy with the non-qualification activities offered to them by their learning provider, students in FE colleges said too often the activities are focused on higher education and rather than technical routes such as apprenticeships.

Timetabling non-qualification hours

Schools interviewed report that they would typically not timetable regular EEP hours for those in pre-16 education, but they would for those in post-16 education. In terms of the balance between qualification hours and non-qualification hours, this varies from provider to provider. However, academic providers would typically skew the timetabled hours heavily towards qualification hours, while technical providers would aim for only slightly more qualification than non-qualification hours. For instance, one sixth-form college offering only academic qualifications said their ratio of qualification hours to non-qualification hours tended to be 80/20, while a commercial and charitable provider providing technical qualifications said their ratio was usually 60/40.

Providers tend to distinguish between ‘planned’ and ‘non-planned’ EEP hours, but with some crossover between the two. Planned hours typically include activities such as tutorials, work experience and P.E lessons. For some providers, tutorials are the only non-qualification activity offered. In most cases, a set number of tutorials will be allocated per subject.

“The tutorial part is a timetabled activity that we take out of the study programme funding, and the work experience the same. If the funding is 540 hours, 90 of that will go to English, 90 to Maths, 30 to tutorials, another 30 to work experience and the rest is the technical.”

FE College

Planned EEP hours can also include project work. This tends to be projects which are linked to a course but not part of the student’s qualification; for example, learners who are studying for construction qualification painting college walls or pre-military learners going on excursions to the countryside.

Schools tend to focus the timetabled Post-16 EEP hours on activities such as writing CVs and job applications. Some commercial and charitable providers working with vulnerable young people also include sessions on self-care in EEP hours, for example counselling. For some providers, planned EEP hours refer only to Personal, Social and Health Education (PSHE) lessons.

The distinction between planned and non-planned hours typically derives from how easily the activity can be evidenced. Non-planned hours are perceived as difficult to predict or ‘prove’ and therefore not always recorded in the ILR or Census.

As with planned EEP hours, non-planned EEP hours can also include work experience, particularly if the work experience is less frequent or irregular. Non-planned hours also include activities such as introductions to higher education, university visits and excursions. Voluntary school trips and excursions are not recorded as attendance numbers are not guaranteed and may only be loosely tied to course.

“What I haven’t mentioned is events that we put on and none of those are EEP hours but they are things we offer. Since I don’t know who is going to sign up for the trip away or the theatre trip I’m never going to count but they are participating. That’s where there are hidden resources. If we end up not getting enough funding to keep the number of teachers we need, we’re not going to have enough resources to be able to put on the events that are not seen in the ILR but make us a very good place to be beyond simple academic studies.”

Sixth form college

Some learning providers timetable self-study hours and will often have a set number of self-study hours allocated per subject. These are classified as EEP hours but not always

recorded on the ILR or School Census. These providers may take a register for self-study and have a specific location in the school allocated to it. Others merely have a general expectation that learners will do some self-study but it is not monitored, timetabled or recorded.

The latter is particularly the case in institutions primarily offering technical routes. These providers generally timetable fewer hours of self-study but expect learners to do some (often only a few hours per week). Self-study is not recorded in these institutions.

Schools report that learners in Year 10 and 11 do not have free periods in their timetable so self-study will be done outside of school hours. Learners in Year 12 and 13 are more likely to have timetabled study periods.

Recording non-qualification hours

While recording qualification hours is felt to be straightforward, providers often find non-qualification hours more complicated. As an example, one FE College queried how to classify timetabled self-study and how to prove attendance in order to record it:

"A bit of information about self-study would be useful. I've spoken to our auditor a number of times about whether you need a register mark to prove that they are there for self-study."

FE college

Learning providers were asked why some may not record EEP hours in the ILR or School Census. Overall, providers are unsure as to why this may happen but some suggested reasons might be where:

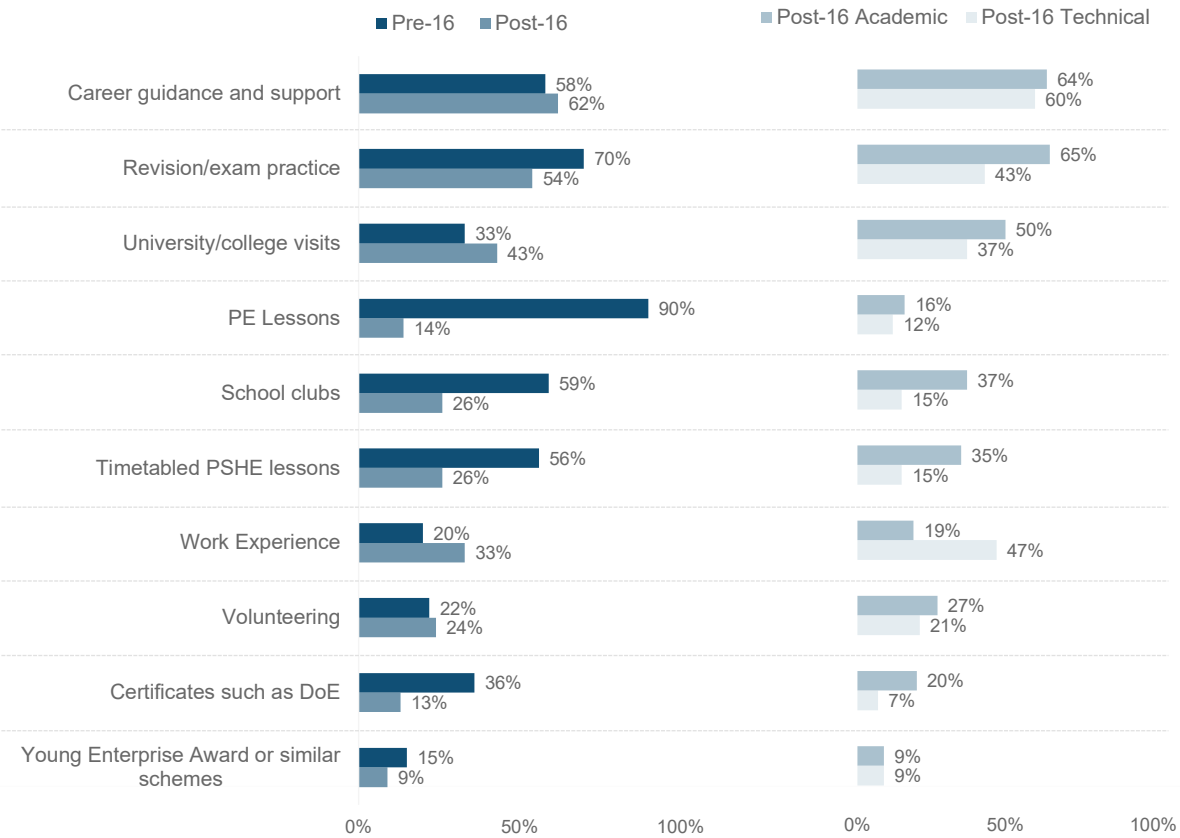
- A student is already above the minimum requirements, and therefore there is no incentive to record the activity;
- The activity is irregular or infrequent;
- Participation is difficult to predict or measure.

Participation in non-qualification activities

Information gathered during focus groups on different forms of non-qualification activity (as well as the language young people used to describe them) was used to shape the list of non-qualification activities in the survey questionnaire.[20]

Full-time students engage in a range of non-qualification activities ranging from career support and university visits, to sports and clubs, experience and volunteering and personal development programmes. Figure 23 shows that, overall, career guidance, revision or exam practice, and university or college visits are the most common non-qualification activities for both pre- and post-16 students.

Figure 23: Participation in non-qualification activities, by year group and main qualification type



QC4. Have you taken part in any of the following...? Base (full-time only): Pre-16 (504), Post-16 (1,350), Academic (574), Technical (753).

Pre-16 students show significantly higher levels of participation in a few key activities these include: PE lessons (90% compared to 14% post-16), school clubs (59% compared

[20] The list was agreed by the Department as representing only activities that would qualify for funding under non-qualification hours.

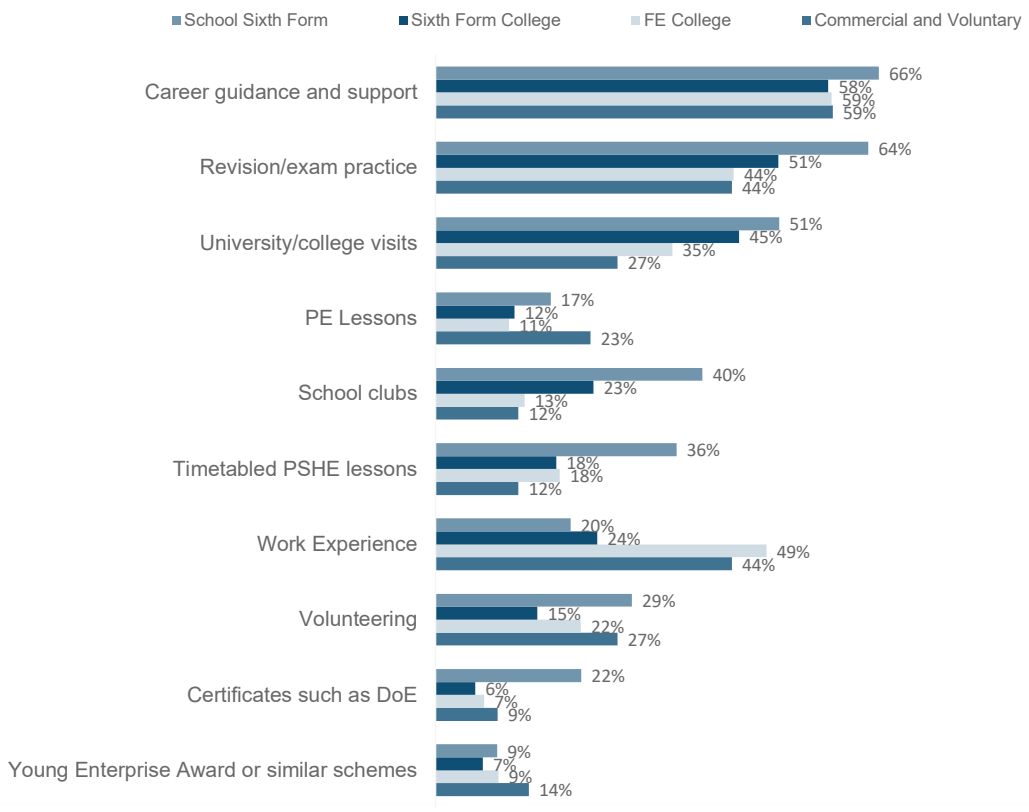
to 26%), PSHE lessons (56% compared to 26%) and organised certificates such as the Duke of Edinburgh (DoE) Award (36% compared to 13%).

Post-16 students are more likely to participate in work experience (33%) than students in pre-16 education (20%).

Figure 23 also shows that, by main qualification type studied post-16, technical qualification students are more likely to do work experience than academic students (47% compared to 19%). Those studying for academic qualifications are more likely to take part in exam revision activities (65% compared to 43%), university or college visits (50% compared to 37%), and school clubs (37% compared to 15%).

By institution type, post-16 students in school sixth form are more likely to participate in most activities than those in other institutions, see Figure 24. This is particularly the case for career guidance, exam revision and university/college visits, as well as school clubs, PSHE lessons and certificates such as DoE.

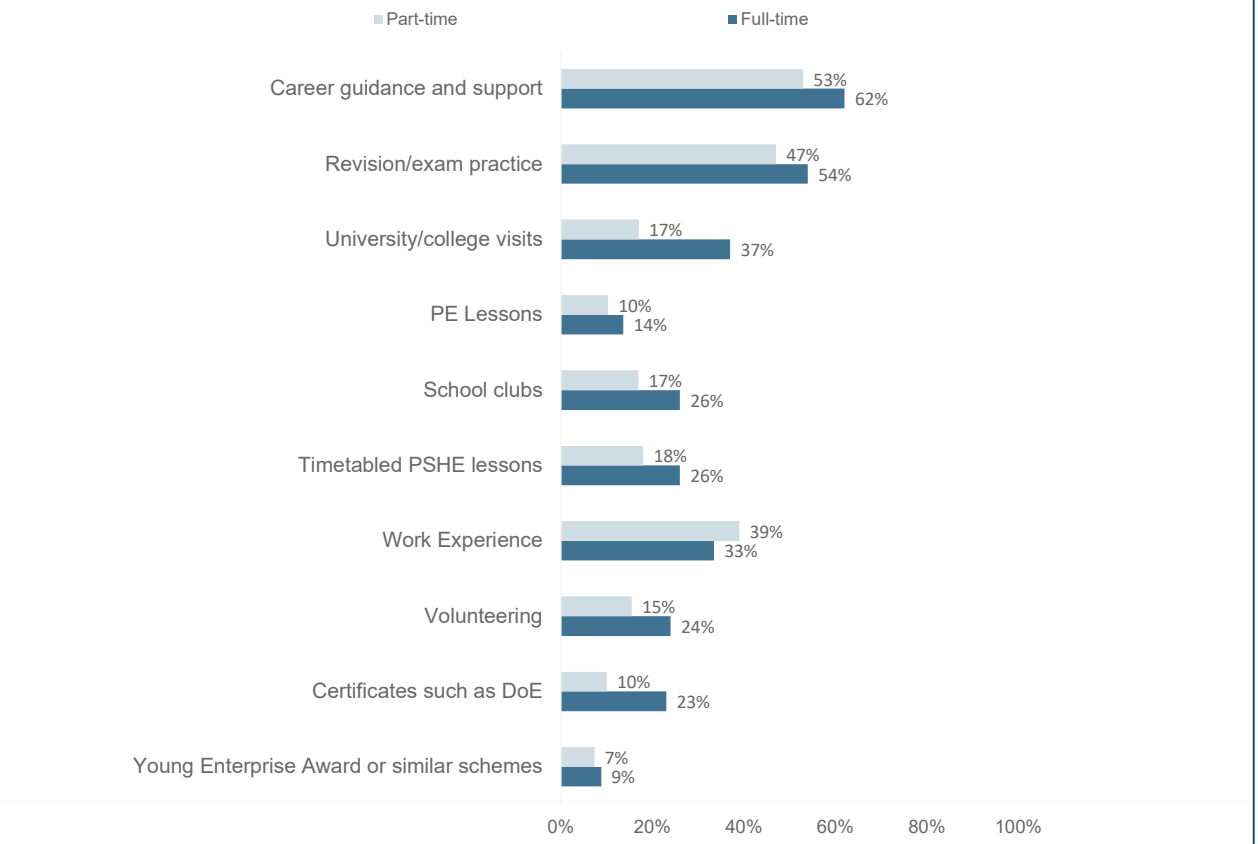
Figure 24: Participation in non-qualification activities, by institution type



QC1: *During [academic year], have you taken part in any of the following?* Base (post-16 and full-time only): School Sixth Form (439), Sixth Form College (329), FE College (516), Commercial and Voluntary Sector (66).

Overall, full-time and part-time students tend to engage in similar activities, see Figure 25. However, full-time students, are much more likely to go on university or college visits than their part-time counterparts (37% compared to 17%).

Figure 25: Participation in non-qualification activities, by full- and part-time study



QC1: *During [academic year], have you taken part in any of the following?*
Base (post-16 only): Full-time (1,350), Part-time (137).

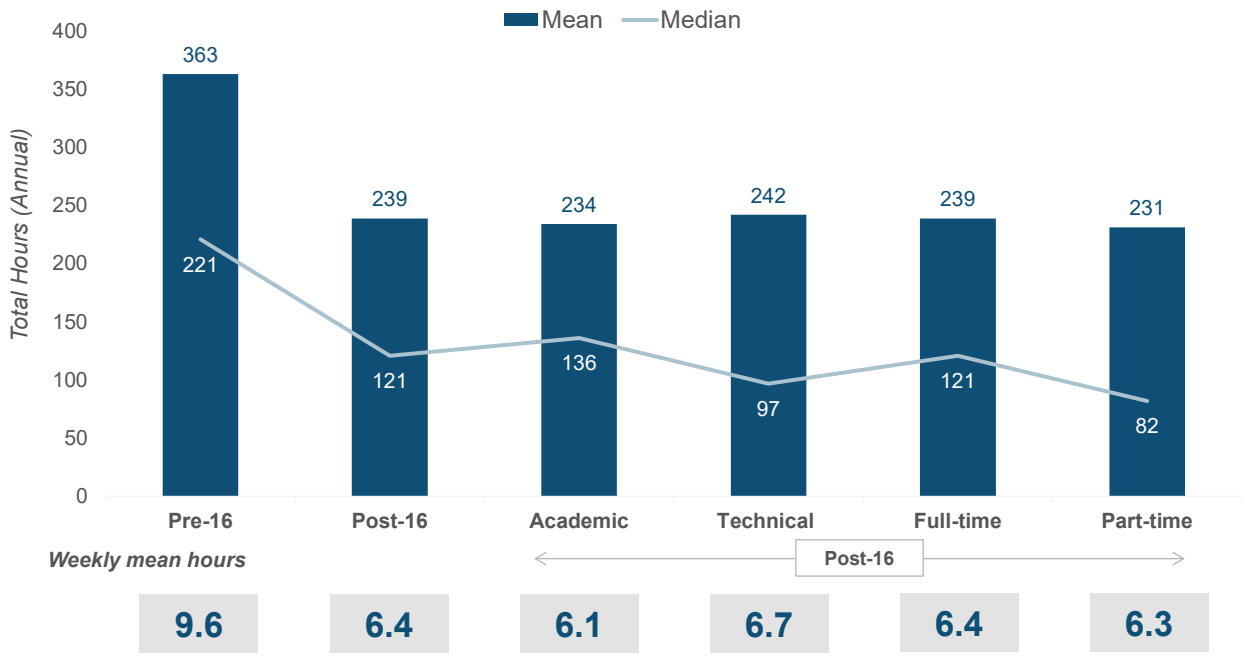
Total non-qualification hours

This section explores the time students reported spending on non-qualification activities. Looking across the range of non-qualification activities, there is significant variation in the time spent on each overall, and by factors such as year group, main qualification type and institution.

It should be noted that in nearly all cases there are considerable discrepancies between the mean and median hours reported. This indicates significant variance in the responses given by students.[21]

Figure 26 shows the total time spent on non-qualification hours and highlights that the pre-16 group spend considerably more hours on these activities over the course of a year than the post-16. In contrast, the latter spend more time on homework and self-study.

Figure 26: Total non-qualification hours, annually and per week, by year group, main qualification type and mode of study



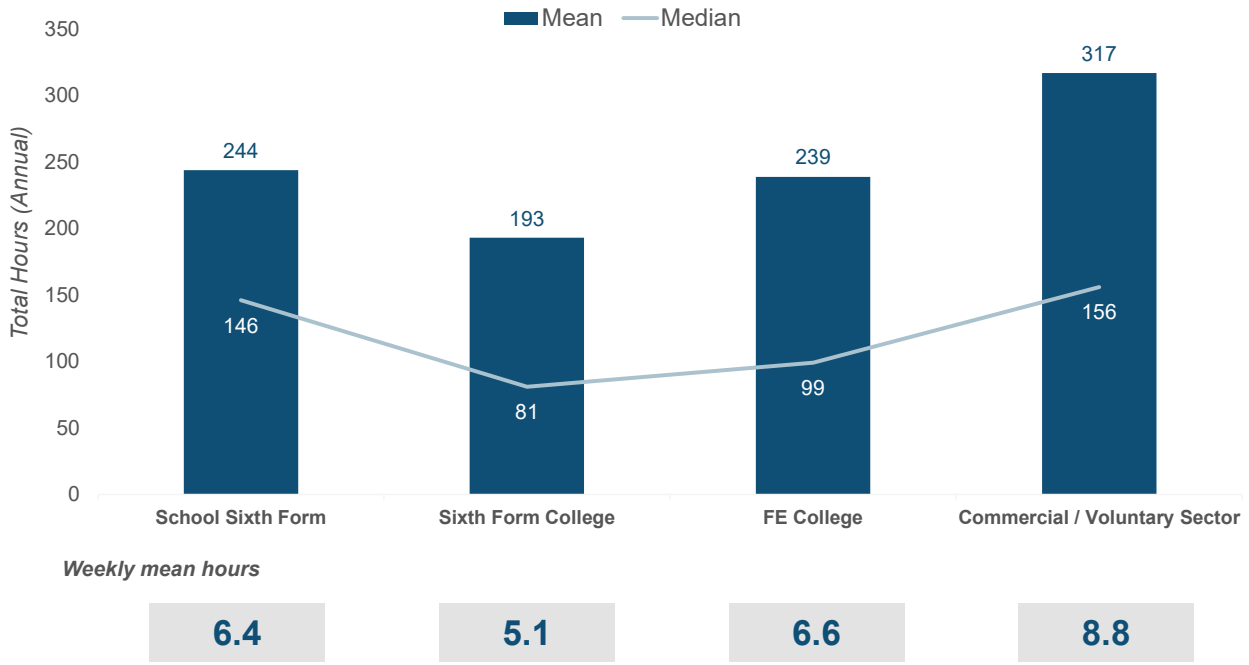
QC4. Total number of hours spent on [ACTIVITY] per year. Base (full-time only except where specified): Pre-16 (504), Post-16 (1,350), Post-16 Academic (574), Post-16 Technical (753), Post-16 Full-time (1,350), Post-16 Part-time (137).

The pre-16 group spend an average of 363 hours per year, or 9.6 hours per week, on non-qualification activities in total, compared to an average of 239 hours per year (6.4 hours per week) for the post-16 group. Amongst post-16s, Figure 26 shows that there are no significant differences in total time spent on non-qualification activities by main qualification type or mode of study, i.e. full time or part time.

[21] Although steps were taken in the design of the survey to reduce the likelihood of students "double counting" time spent on homework and self-study as non-qualification hours, some of the variation in the findings may be as a result of estimation errors due to the self-reported nature of the data.

However, there is considerable variation in total non-qualification hours by the type of educational institution, as shown in Figure 27. Reflecting the qualitative findings, post-16 students in commercial or voluntary sector schools report the highest total time spent on non-qualification activities (317 annually, 8.8 weekly on average). Students at sixth form colleges report the lowest number of non-qualification hours (193 annually, 5.1 hours weekly on average).

Figure 27: Total non-qualification hours, annually and per week, by institution type



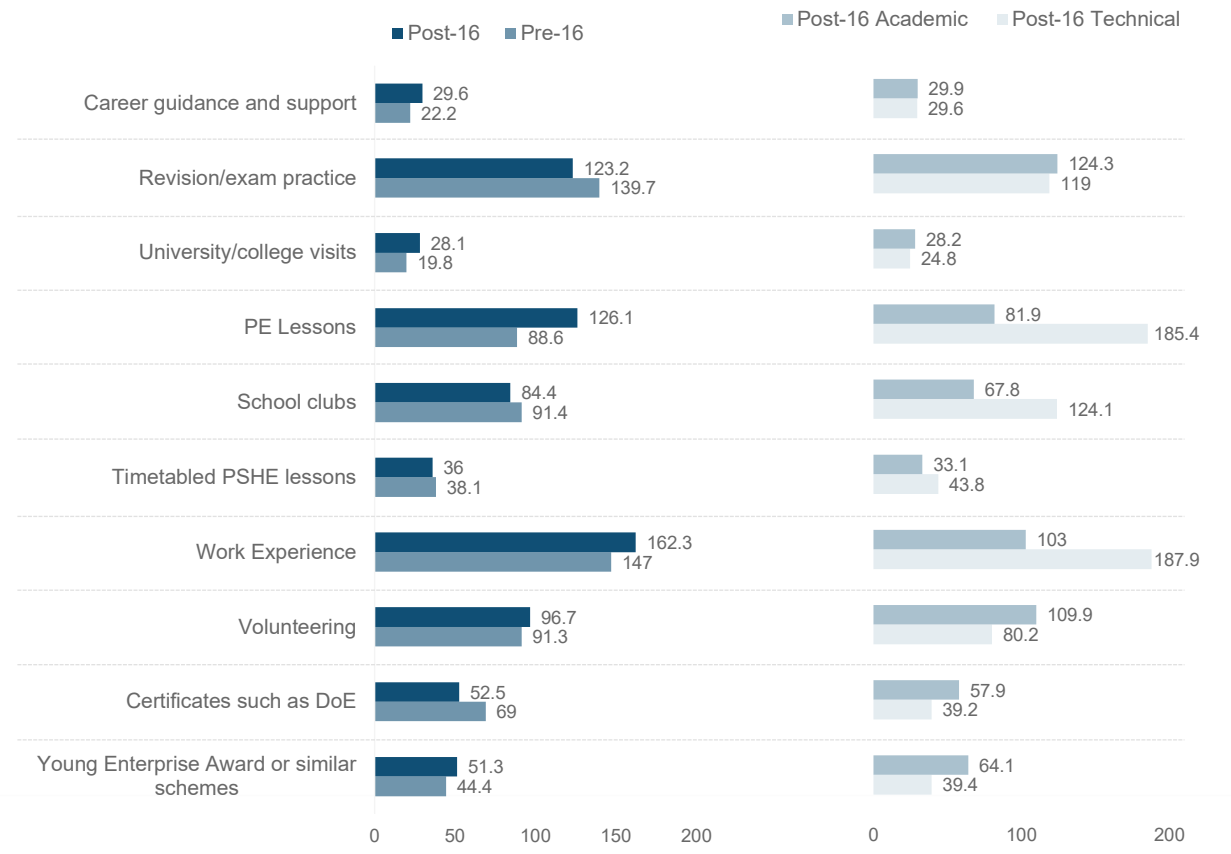
QC4. Total number of hours spent on [ACTIVITY] per year. Base (full-time, post-16 only): School Sixth Form (439), Sixth Form College (329), FE College (516), C/V Sector (66).

Non-qualification hours by activity

Figure 28 shows that both pre and post-16 students dedicate most hours to work experience and to revision and exam preparation. Pre-16 students spend more time on the latter than post-16 students (140 mean annual hours compared to 123), while post-16s spend more time on work experience (162 mean annual hours compared to 147).

Amongst the post-16 group, those studying for mainly technical qualifications spend more time doing work experience than those in studying mainly for academic qualifications (188 mean annual hours compared to 103).

Figure 28: Annual hours spent on non-qualification activities, by year group and main qualification type



QC4. Have you taken part in any of the following...? Base (full-time only): Pre-16 (504), Post-16 (1,350), Academic (574), Technical (753).

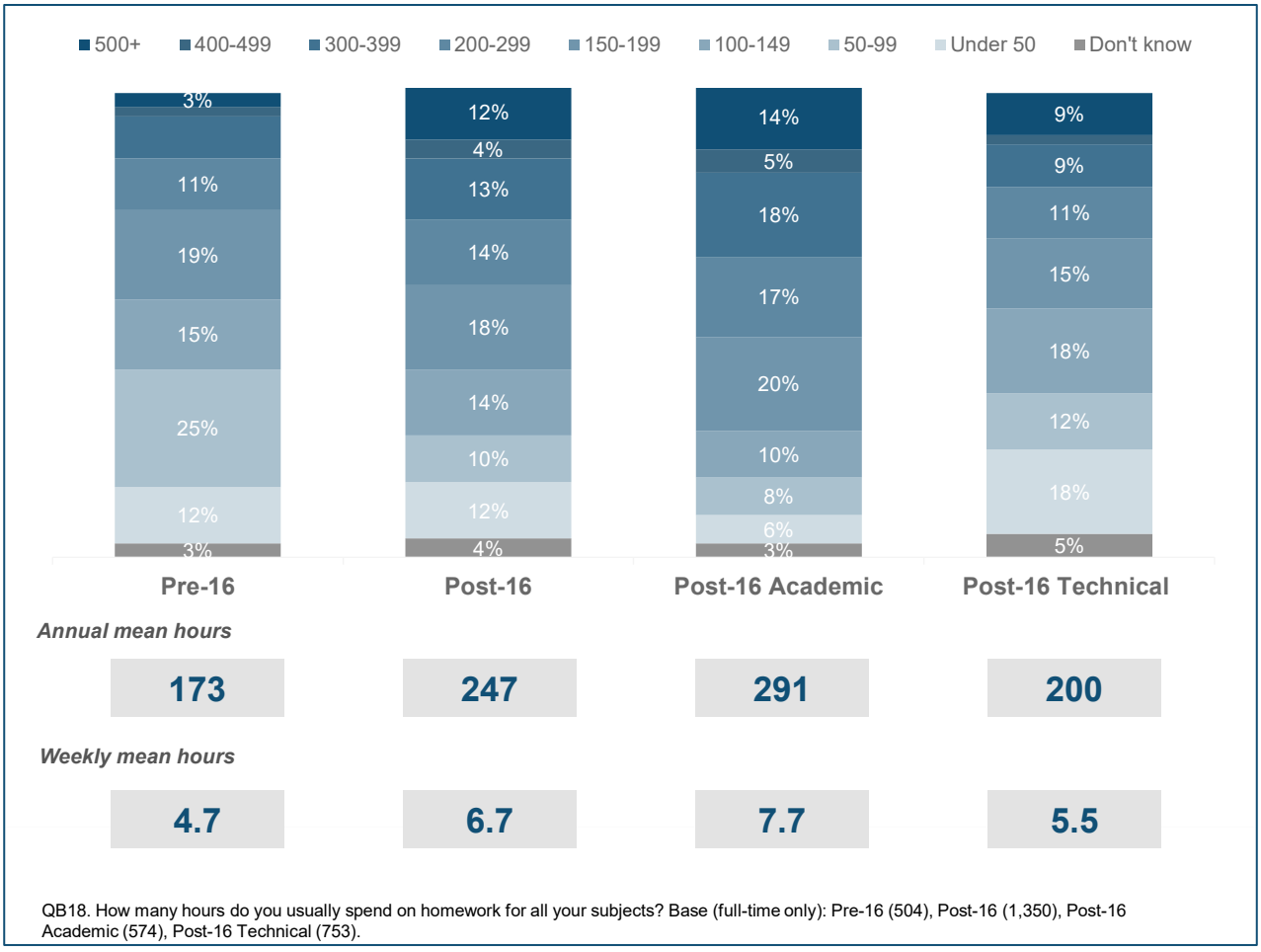
Time spent on homework and self-study

Homework and self-study, as long as they are not timetabled, are not funded activities and are not recorded in the ILR and School Census. Most providers interviewed during the qualitative stage of this study expected their students to do some self-study, but it was rare for providers to timetable or record this activity. This section summarises the student perspective on time spent on homework and self-study during a typical week and during the academic year as a whole.

Time spent on homework

The survey asked students to report on the amount of time they spent on homework for their qualifications. Homework is defined as 'course work done outside school or college'. Findings show considerable variation by main qualification type, qualification level and institution type.

Figure 29: Number of hours spent on homework, annually and per week, by year group and main qualification type



QB18. How many hours do you usually spend on homework for all your subjects? Base (full-time only): Pre-16 (504), Post-16 (1,350), Post-16 Academic (574), Post-16 Technical (753).

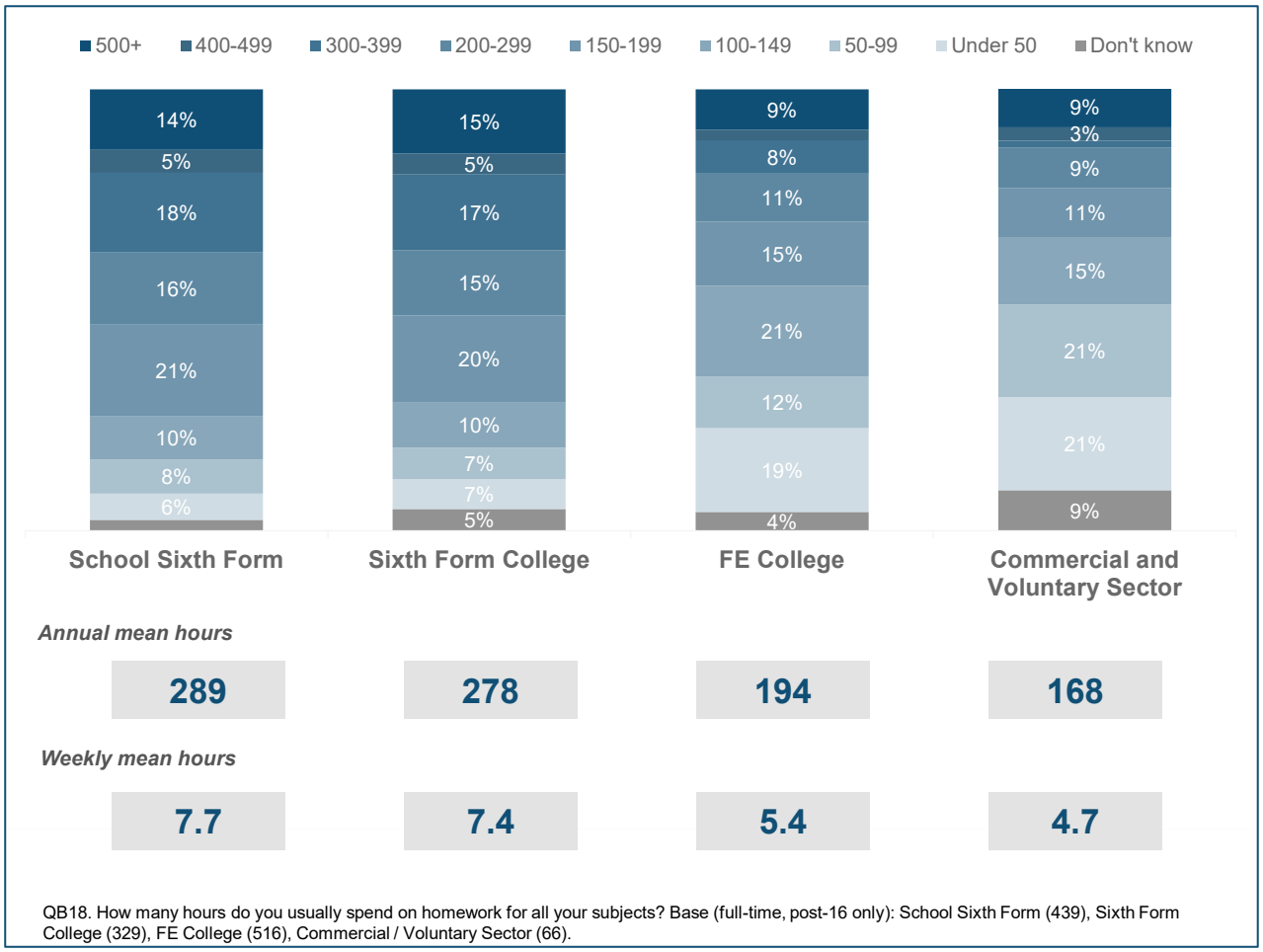
Figure 29 shows that pre-16 students report spending fewer hours on homework than their counterparts in post-16 study overall; pre-16s reported an average of just 4.7 hours on homework each week (totalling 173 hours annually), compared to 6.7 hours per week (247 hours per year) for all those in post-16 education.

Amongst the post-16 group, students undertaking mainly academic qualifications report spending the most time on homework with an average of 7.7 hours per week (291 hours per year) compared to an average of 5.5 hours each week (200 per year) amongst those studying mainly technical subjects.

Those doing qualifications at Level 3 report spending more time on homework than those doing Level 2 qualifications, and within this group, those doing academic qualifications at Level 3 report spending slightly more time on homework (7.7 hours per week) compared with those doing technical qualifications (6.6 hours per week).

There is also variation by institution type, as post-16 students at sixth form colleges and school sixth forms report spending significantly more time spent on homework than students at FE colleges and those with commercial / voluntary sector providers, see Figure 30. Sixth form school students spend the most time on homework, averaging 7.7 hours per week, followed by sixth form college students at 7.4 hours per week on average. Those at commercial / voluntary sector institutions report the least amount of time on homework, spending just 4.7 hours per week on this activity.

Figure 30: Number of hours spent on homework, annually and per week, by institution type

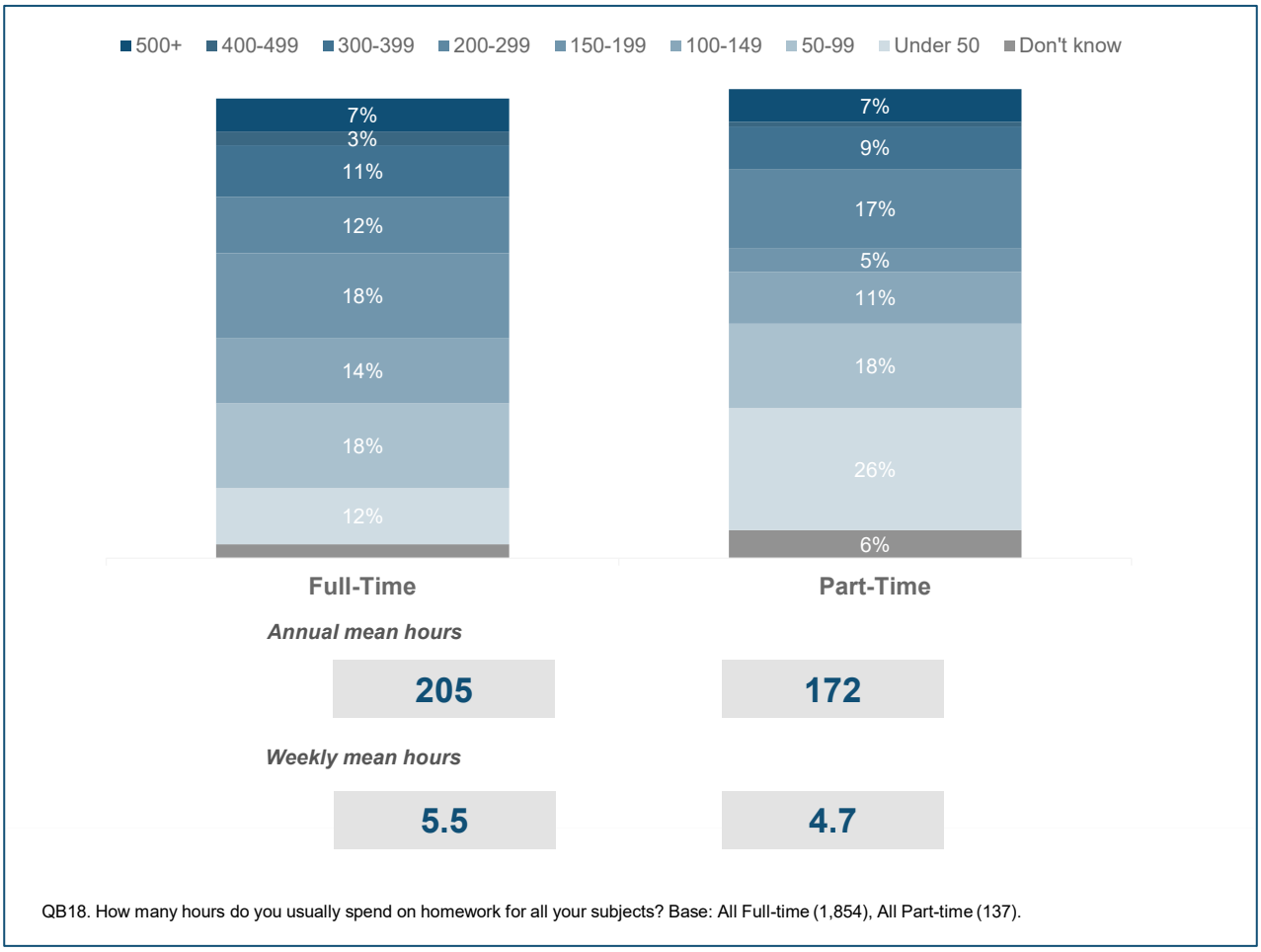


QB18. How many hours do you usually spend on homework for all your subjects? Base (full-time, post-16 only): School Sixth Form (439), Sixth Form College (329), FE College (516), Commercial / Voluntary Sector (66).

Sixth form school students spend the most time on homework, averaging 7.7 hours per week, followed by sixth form college students at 7.4 hours per week on average. Those at commercial / voluntary sector institutions report the least amount of time on homework, spending just 4.7 hours per week on this activity.

Comparing the time spent on homework between full-time and part-time students, it may be expected that full-time students would spend more time on this activity. This is indeed the case, although the difference is perhaps not as large as one might expect. Figure 31 shows that while full-time students average 5.5 hours of homework each week, part-time students average 4.7 hours. Part-time students spend just 15% fewer hours on homework than their full-time counterparts, despite reporting 33% less time for taught hours.

Figure 31: Number of hours spent on homework, annually and per week, by full-time and part-time study



QB18. How many hours do you usually spend on homework for all your subjects? Base: All Full-time (1,854), All Part-time (137).

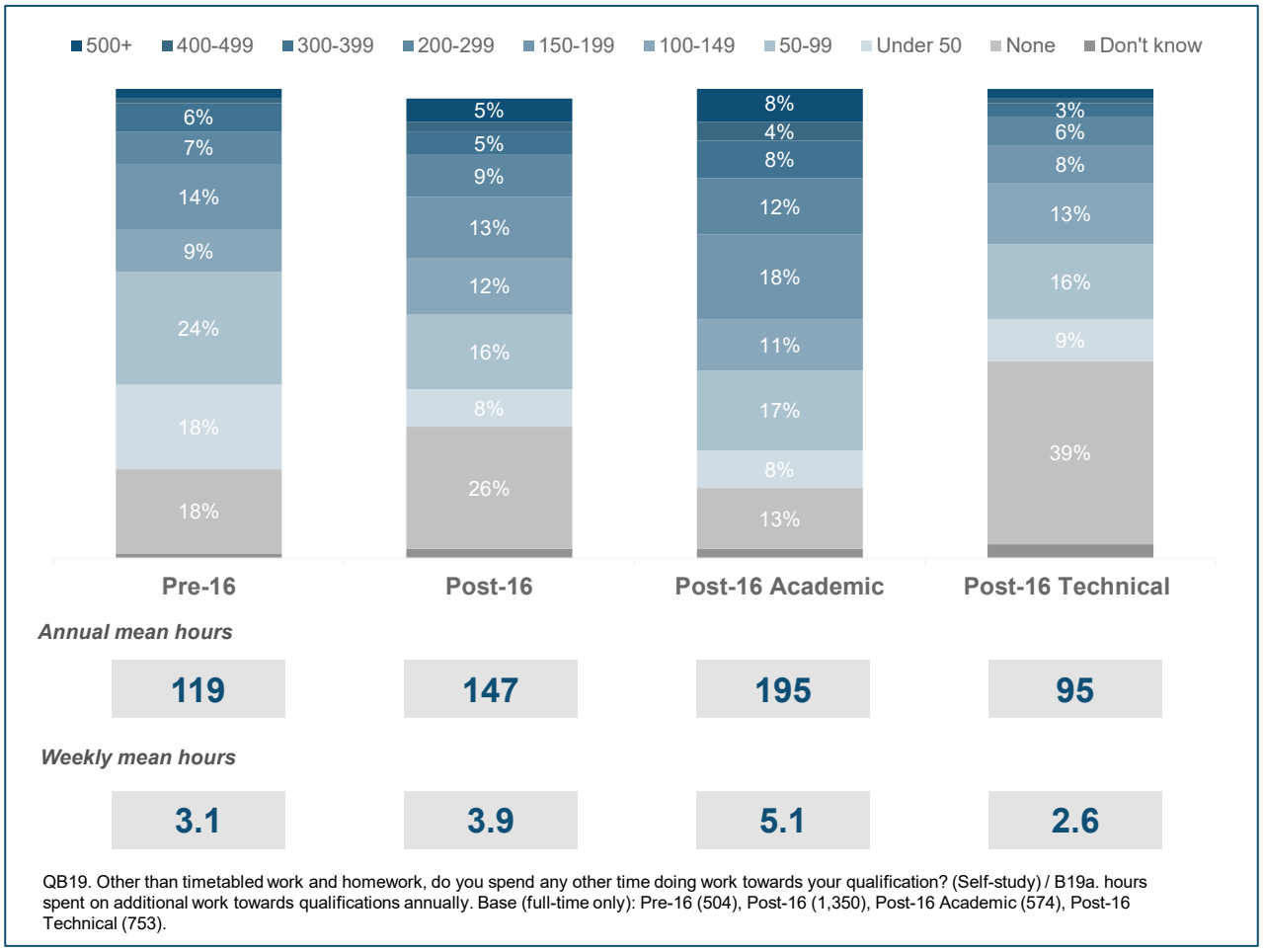
Time spent on self-study

Students were also asked about the amount of time they spent on self-study for their subjects. Self-study is defined as other work they do for their qualification that is *not* part of their timetabled hours, this could include reading or using the library (unless part of a session on their timetable) and practice or revision for tests or exams. While most providers interviewed expected their students to do at least some self-study, the extent of this varied. It was rare for providers to timetable or record time spent on self-study.

Reported figures show considerable variation in responses by main qualification type, institution type and between full- and part-time students.

Self-study is more common amongst post-16 than pre-16 students, as shown in Figure 32 and less time is spent on this activity than on homework (shown in Figure 31). Pre-16 students spend 3.1 hours per week on self-study (119 hours per year) compared to 3.9 hours for post-16 students (147 hours per year).

Figure 32: Number of hours spent on self-study, annually and per week, by year group and main qualification type



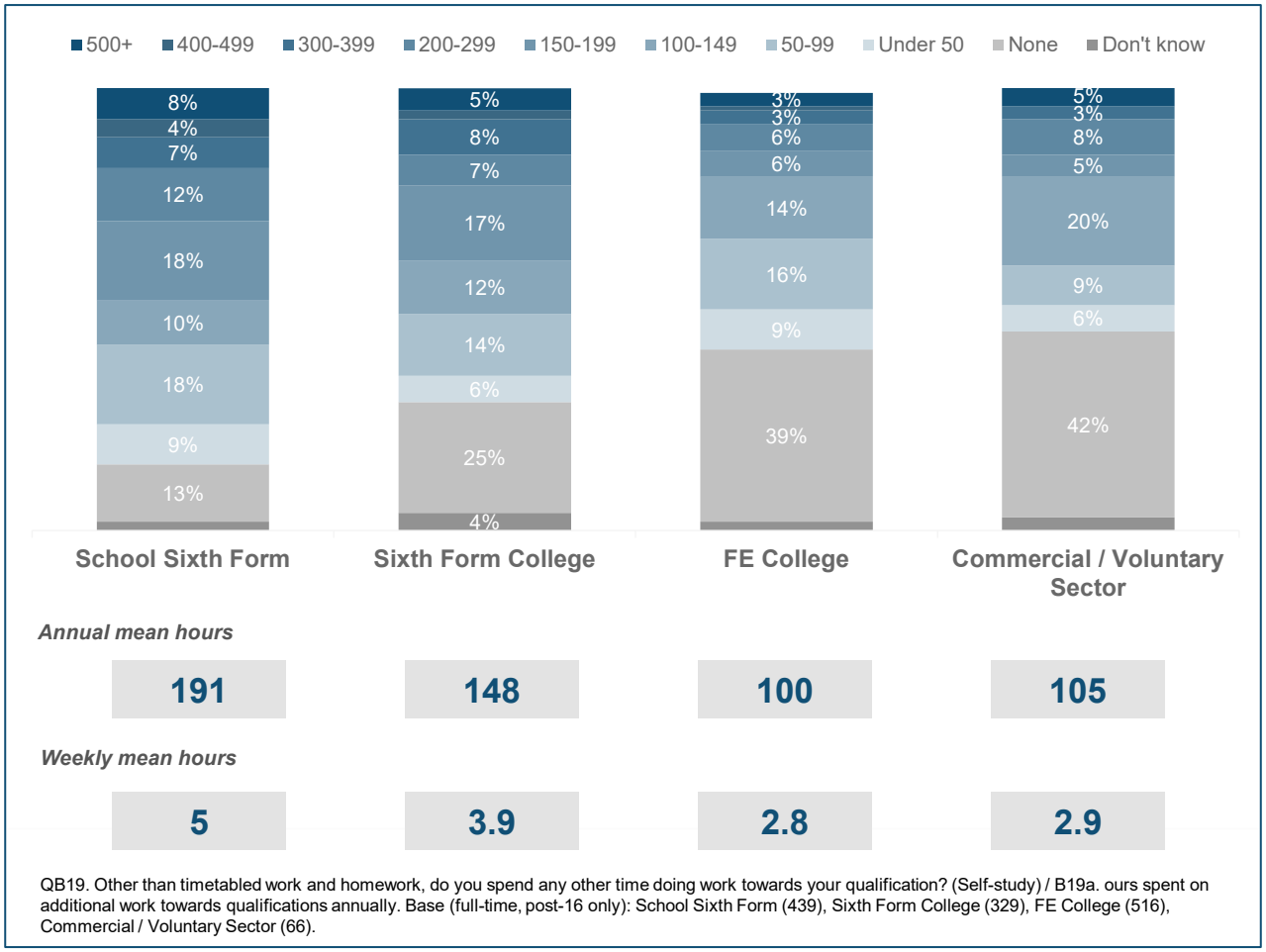
QB19. Other than timetabled work and homework, do you spend any other time doing work towards your qualification? (Self-study) / B19a. hours spent on additional work towards qualifications annually. Base (full-time only): Pre-16 (504), Post-16 (1,350), Post-16 Academic (574), Post-16 Technical (753).

Post-16 students studying for an academic qualification report the highest amount of time spent on self-study, averaging more than 5 hours per week (195 annual hours). This is in sharp contrast to their counterparts studying for technical qualifications, who spend half that time on self-study (2.6 hours per week, 95 hours per year on average).

As with homework, those doing qualifications at Level 3 report spending more time on self-study, and this is largely driven by those in academic education at Level 3, who spend on average 5.1 hours per week, compared with 3 hours among those in technical education at Level 3.

Consistent with previous findings by institution type, students in school sixth forms and sixth form colleges report spending the most time on self-study, see Figure 33. Students at these types of institutions spend between four and five hours each week on self-study, significantly higher than the counterparts at FE colleges and commercial / voluntary sector institutions, who average fewer than three hours of self-study per week.

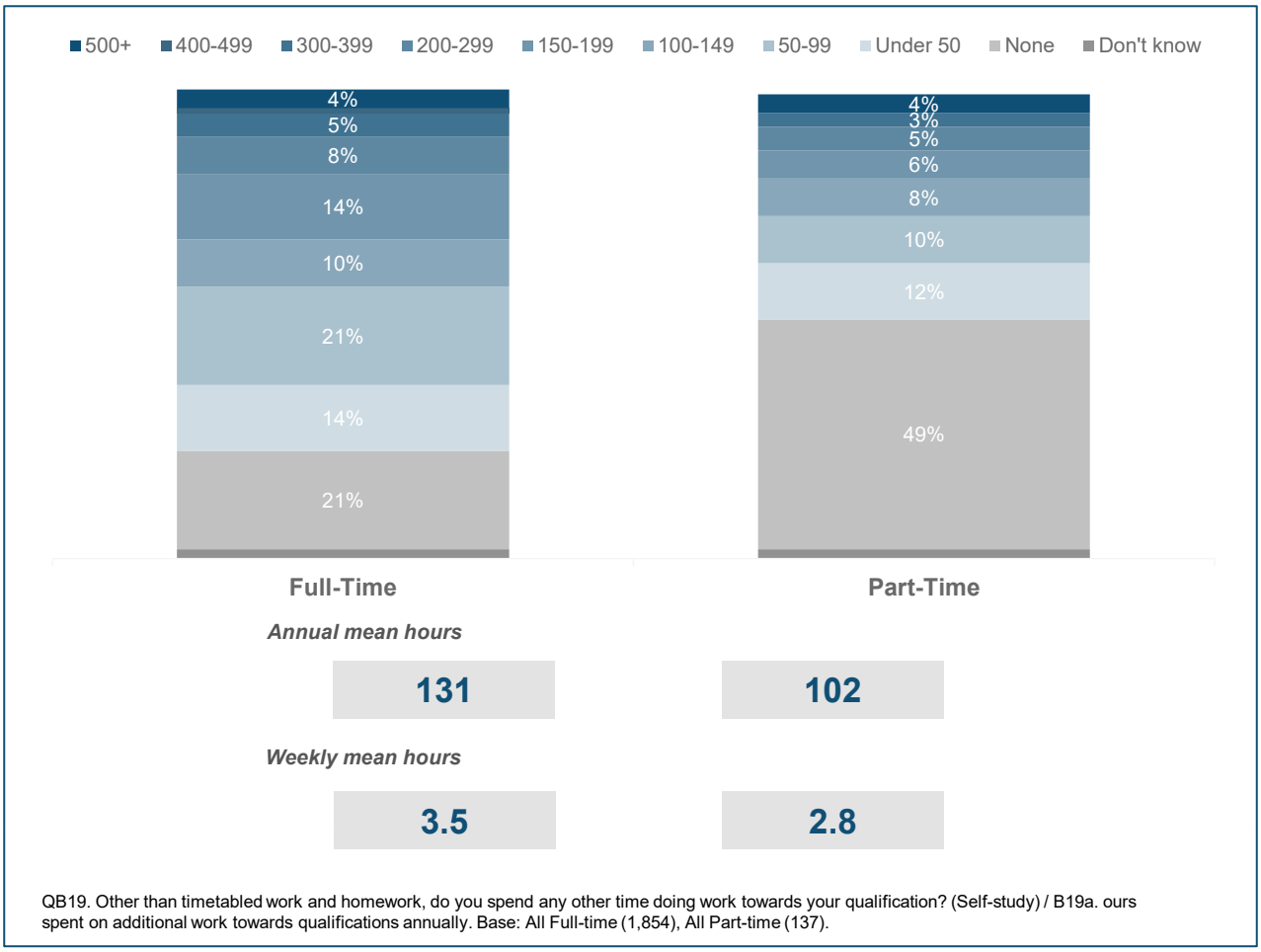
Figure 33: Number of hours spent on self-study, annually and per week, by institution type



QB19. Other than timetabled work and homework, do you spend any other time doing work towards your qualification? (Self-study) / B19a. ours spent on additional work towards qualifications annually. Base (full-time, post-16 only): School Sixth Form (439), Sixth Form College (329), FE College (516), Commercial / Voluntary Sector (66).

Figure 34 shows a comparison of self-study hours between full- and part-time students. While full-time students overall average 3.5 hours of self-study per week (131 hours per year), part-time students spend 2.8 hours on this activity (102 hours per year). So, part-time students spend around 22% fewer hours on self-study per year than their full-time equivalents. This is similar to the balance of time spent on homework between full and part-time students.

Figure 34: Number of hours per year spent on self-study by full- and part-time study



QB19. Other than timetabled work and homework, do you spend any other time doing work towards your qualification? (Self-study) / B19a. ours spent on additional work towards qualifications annually. Base: All Full-time (1,854), All Part-time (137).

Combined homework and self-study

When combining homework and self-study data, the story is fairly consistent (see Table 1). Post-16s doing mainly academic qualifications spend the most amount of time on combined study outside of class (nearly 13 hours per week) compared with those doing mainly technical qualifications or those in pre-16 education (both fewer than 10 hours per week).

Those in Level 3 programmes spend more time on homework and self-study, and this is particularly the case among those in academic courses at Level 3 (12.8 hours per week, compared with 9.6 hours among those doing technical qualifications at Level 3).

By institution type, students at school sixth form and sixth form colleges report the highest amount of study outside of timetabled hours, compared to those in FE colleges or commercial/voluntary sector education (over 10 hours per week vs. 8 hours or less).

Table 1: Total hours spent on homework and self-study, annually and per week, by year group, main qualification type, institution type and full-time vs. part-time study

	Annual Hours	Weekly Hours	Unweighted Base	Weighted Base
Pre-16	293	7.7	*504*	1079
Post-16	394	10.6	*1,350*	835
Post-16 Academic	485	12.8	*574*	421
Post-16 Technical	294	8.1	*753*	400
School Sixth Form	479	12.6	*439*	367
Sixth Form College	427	11.2	*329*	118
FE College	294	8.2	*516*	310
Commercial / Voluntary	278	7.7	*66*	40
Full-Time	337	8.9	*1,854*	1914
Part-Time	279	7.6	*137*	82

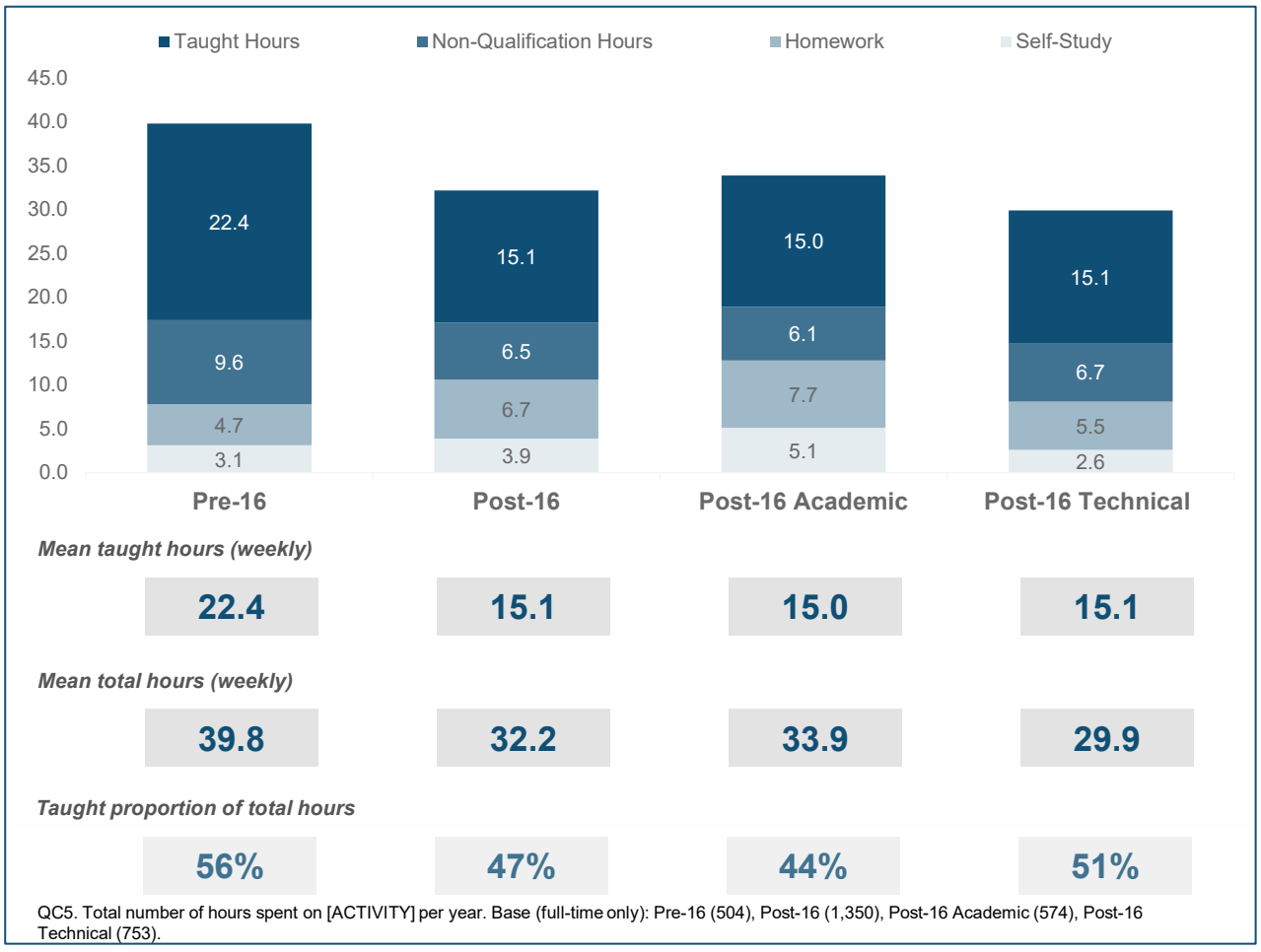
Source: IFF Survey, QB18. How many hours do you usually spend on homework for all your subjects? QB19. Other than timetabled work and homework, do you spend any other time doing work towards your qualification? (Self-study) / B19a. Hours spent on additional work towards qualifications annually.

A typical week

This chapter seeks to create a picture of all the hours students spend on qualification and non-qualification activities to calculate a 'typical week'. This includes qualification (taught) hours, homework, self-study and non-qualification activities.

Figure 35 shows that, in a typical week, the pre-16 group spend a total of almost 40 hours per week on all school-related activities, of which 56% are taught hours. Post-16 students report slightly lower total hours, averaging 32 total hours per week, of which 47% are taught hours.

Figure 35: Total hours in a 'typical week', by year group and main qualification type



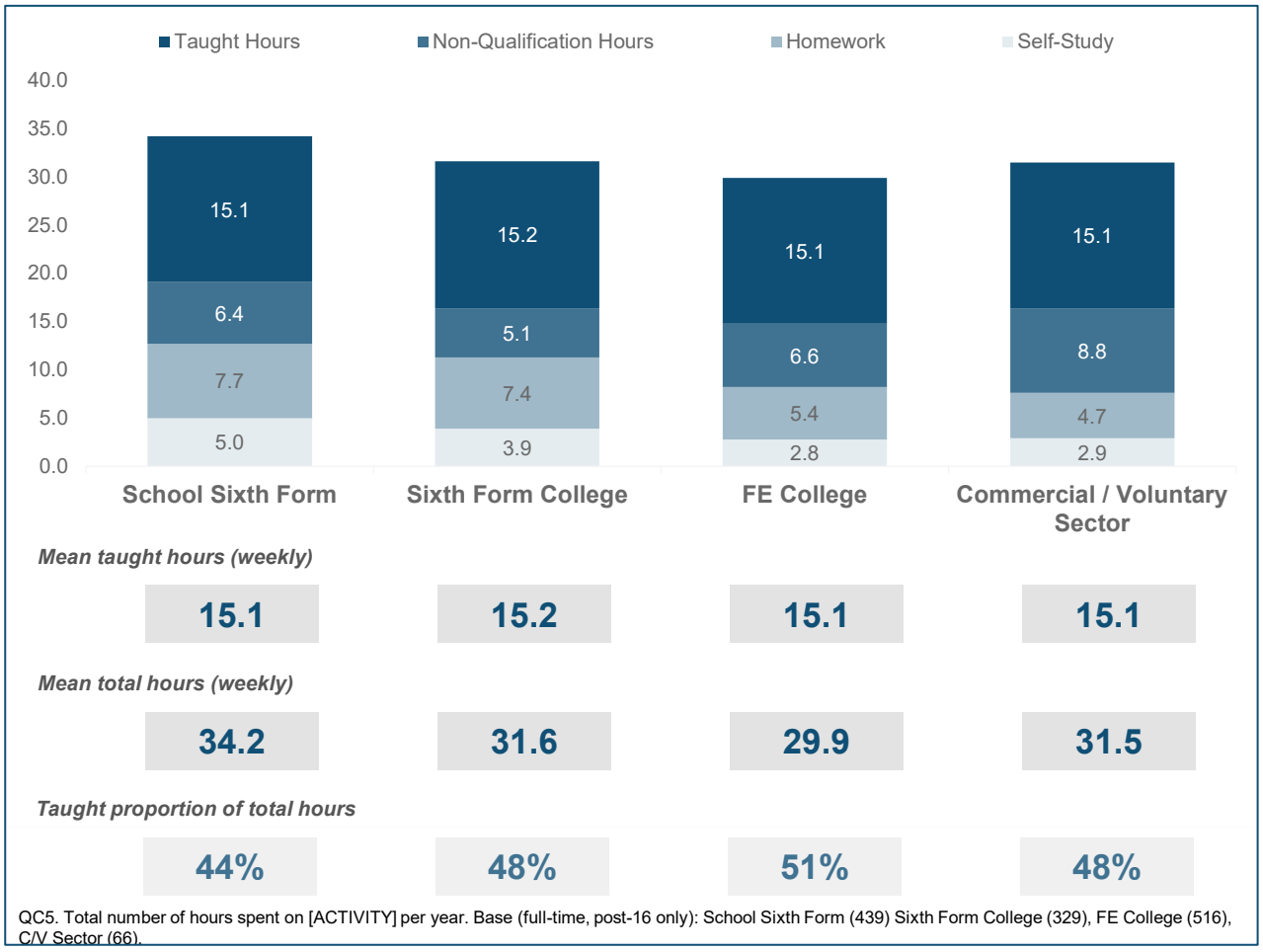
QC5. Total number of hours spent on [ACTIVITY] per year. Base (full-time only): Pre-16 (504), Post-16 (1,350), Post-16 Academic (574), Post-16 Technical (753).

The post-16 group report the same total taught hours by main qualification type, however those studying for an academic qualification report spend more hours on other activities and, therefore, report a slightly higher total number of hours (34 hours per week compared to 30). This means post-16 academic students spend just 44% of their time on taught qualification hours, compared to 51% of those mainly studying technical qualifications.

Reflecting the differences between pre-16 and post-16 education, those studying qualifications at Level 2 report spending more time during a typical week than those studying qualifications at Level 3, and this is particularly the case among those studying academic qualifications. Among those studying qualifications at Level 3, those in academic studies report spending more time during a typical week than those studying technical qualifications (31.2 hours among academic Level 2 students, 28.8 hours among technical level 2 students, 34 among academic level 3 students and 32.4 among technical level 3 students).

As you would expect given findings by main qualification type, there are some observable differences in the typical week by post-16 institution type (see Figure 36).

Figure 36: Total hours in a 'typical week' for post-16 students, by institution type



QC5. Total number of hours spent on [ACTIVITY] per year. Base (full-time, post-16 only): School Sixth Form (439) Sixth Form College (329), FE College (516), C/V Sector (66).

Students in school sixth forms (primarily offering academic qualifications) report an average of 34.2 total hours weekly, of which just 44% is spent on taught hours. Students at FE colleges and commercial or voluntary sector institutions (likely to be more technical in their qualification type) report fewer total hours on average per week (29.9 and 31.5), with a greater proportion made up of taught hours (51% and 48% respectively).

Activities outside education

The chapter contains findings from the qualitative research with young people exploring the kinds of activities they take part in, outside of school that they consider to contribute to their future employability and / or progression into further learning. It then goes on to report data from the survey of students concerning the time that they spend on such activities.

Participation in activities

The qualitative research found that young people take part in a wide range of activities outside of school, ranging from sports, volunteering, driving lessons and part time work. Students in the pre-16 group tended to participate in a broader range of activities, only some of which they explicitly associated with employability skills. Post-16 students on the other hand engage in fewer activities outside of school or college other than paid work. They tended to choose a more focused set of activities which would contribute to their 'skill set'.

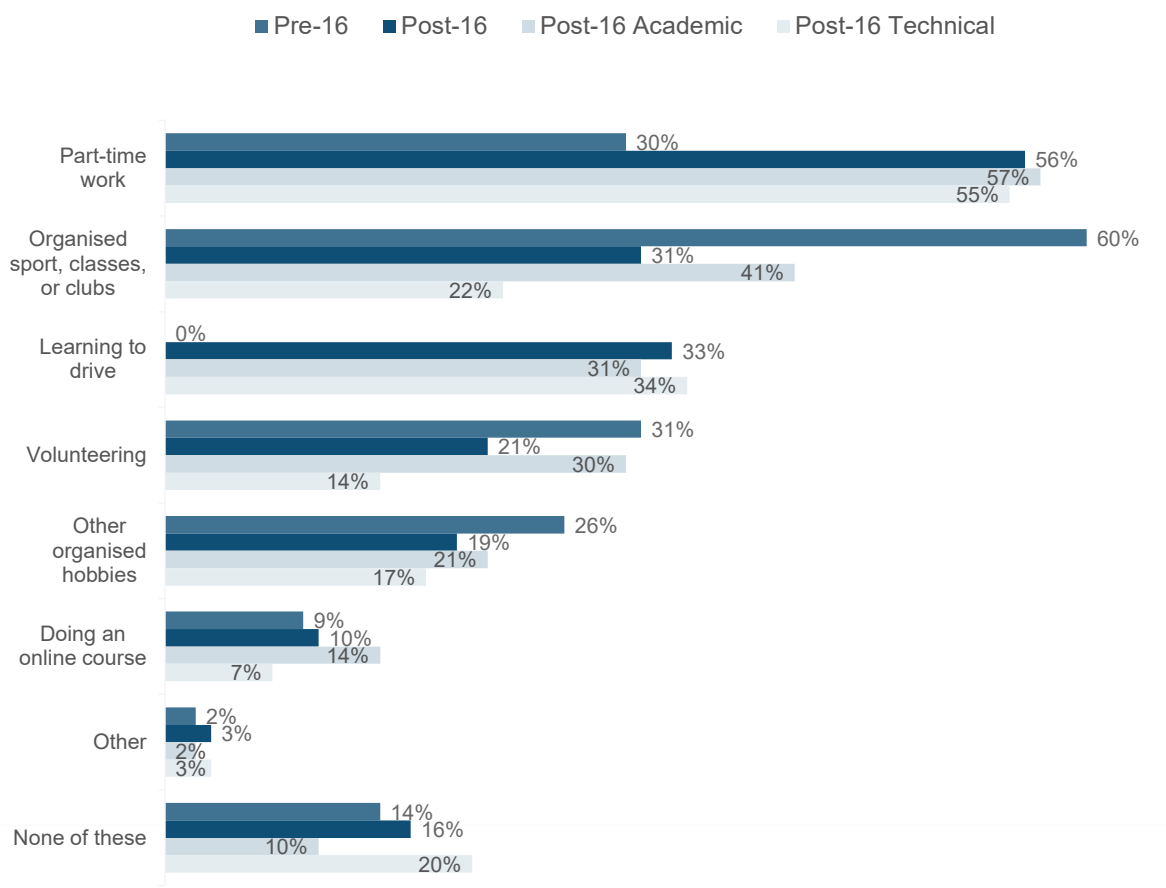
Information gathered during focus groups on the different forms of activity undertaken (as well as the language young people used to describe them) was used to shape the list of outside of activities listed in the survey questionnaire.

Survey results show a consistent picture against qualitative research, whereby most pre- and post-16 students engage in a range of activities outside school. However, there are considerable differences by main qualification and institution type in terms of which of these activities students engage in.

Figure 37 shows that amongst pre-16 students, organised sports and clubs are the most common activity, undertaken by 60% of pre-16 students. This is followed by volunteering, part-time work and other organised hobbies, each undertaken by a quarter to a third of students. The most common activities undertaken by the post-16 group are part-time work, reported by just over half of post-16 students (56%), followed by learning to drive (33%).

By main qualification type, there are no significant differences for the proportions in part-time work and learning to drive but most other activities show a higher degree of participation amongst students studying for an academic qualification. Those studying for technical qualifications post-16 are most likely to not undertake any activities outside of education, with one in five (20%) saying they do not undertake any formal activity outside their study.

Figure 37: Participation in activities outside education, by year group and main qualification type



QD1. Have you done or are you doing any of the following ...? Base: Pre-16 (504), Post-16 (1,498), Post-16 Academic (600), Post-16 Technical (869).

There are few significant differences by post-16 institution type. As set out in Table 2, those in school sixth form are most likely to be undertaking activities outside of school overall, with 90% doing at least one compared to around 80% of students in other types of institution. Part-time work and learning to drive show relatively consistent results across all types. Compared with students from other types of institution, students in school sixth form are more likely to participate in all other forms of activity.

Table 2: Participation in activities outside education, by institution type

	School Sixth Form	Sixth Form College	FE College	Commercial / Voluntary
Part-time work	56%	53%	58%	48%
Organised sport, classes or clubs	42%	24%	22%	21%
Learning to drive	29%	36%	35%	33%
Volunteering	31%	18%	14%	9%
Other organised hobbies	22%	16%	16%	26%
Doing an online course	15%	8%	7%	6%
Other	2%	2%	3%	3%
None of these	10%	19%	19%	18%
Base (unweighted)	*439*	*329*	*516*	*66*

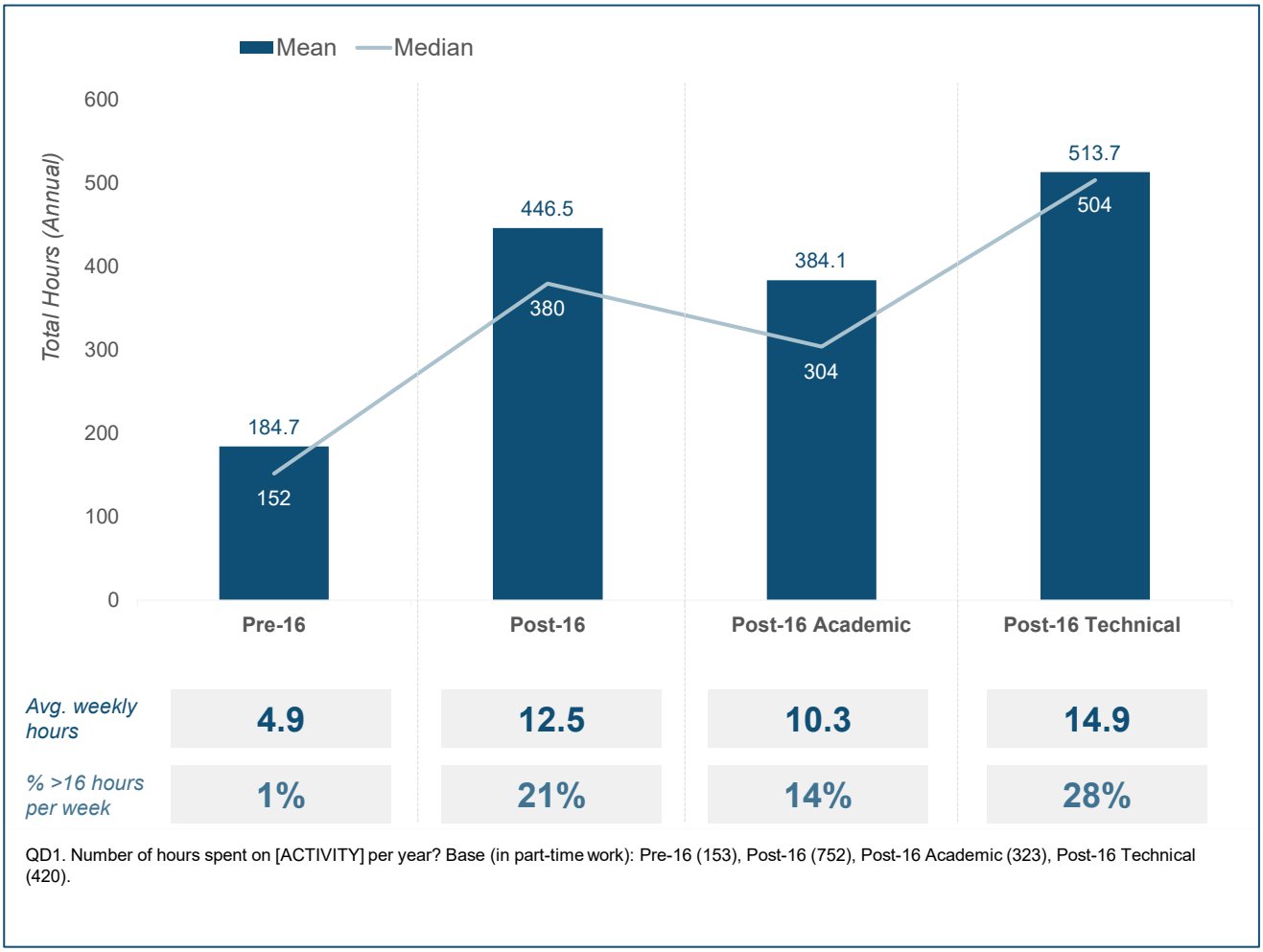
Source: IFF Survey, QD1. Have you done or are you doing any of the following ...?

Time spent in paid work

Paid work is a key activity for outside of education across all ages, undertaken by three in ten pre-16 students (30%) and more than half of post-16s (56%), see Figure 38. However, there is some variation in the amount of part-time work students undertake.

While three in ten pre-16 students undertake paid work, they average just 5 hours per week[22] and only 1% working more than 16 hours per week, see Figure 38. In contrast, more than half of post-16 students are in paid work, averaging nearly 13 hours per week and with a fifth (21%) working above 16 hours. Technical students work the most of the post-16 group, averaging 15 hours per week and with more than a quarter (28%) working above the part-time work threshold.

Figure 38: Average hours spent paid work, annually and by week, by year group and main qualification type



QD1. Number of hours spent on [ACTIVITY] per year? Base (in part-time work): Pre-16 (153), Post-16 (752), Post-16 Academic (323), Post-16 Technical (420).

[22] Based on those students undertaking paid part-time work.

Students studying for a Level 2 Academic qualification (GCSE equivalent) have the lowest amount of paid work time, averaging just 5 hours per week and with only 2% working more than 16 hours per week. In contrast, those studying for a Level 2 technical qualification report spending just over 8 hours per week in paid work. Among those studying qualifications at Level 3, those studying for a technical qualification report spending 3 hours more per week in paid work than those studying for an academic qualification (14 hours per week compared with 11 hours per week).

Table 3 sets out further findings on part-time work by institution type, again those at school sixth form work fewer hours on average than those at other institutions and are least likely to be working more than 16 hours per week (though they still work 10 hours per week on average). Students at FE colleges and commercial/voluntary sector[23] institutions average 15 hours per week, with more than a quarter of each working more than 16 hours per week.

Table 3: Average annual hours spent in paid work, by institution type[24]

	Annual Hours	**Weekly Hours**	**% >16 hours pw**	***Unweighted Base***
School Sixth Form	381	10.2	14%	*248*
Sixth Form College	467	12.3	20%	*174*
FE College	508	15.2	28%	*298*
Commercial / Voluntary Sector	551	14.9	28%	*32*

[23] Please note small base sizes for this group, treat with caution.
[24] Please note: students were asked about hours worked since the previous 1st September, therefore figures for working hours have been averaged over the length of the academic year. These figures may not reflect any increase or decrease in hours worked by students outside of term time.

Conclusions

This chapter aims to bring findings together to draw some conclusions against the research objectives.

The overarching aim of this research was to gather the ‘student perspective’ on time spent in and out of education on activities which contribute towards their employability. A further aim was to explore variation by individual and educational characteristics, and these findings identify some important patterns in the activities in which students participate and the time that they spend on such activities. The findings highlight some consistent variations in experience between students in years 10 and 11 (discussed as pre-16 in this report) and those in years 12 and 13 (post-16 in this report), as well as by type of qualification and institution of study.

In relation to taught or qualification hours, students in years 10 and 11 report far higher time spent in timetabled lessons or classes, than their counterparts in years 12 and 13. Findings suggest that older students spend more time in self-guided study, i.e homework and self-study, than the younger group but because they spend fewer hours in in non-qualification activities their educational week still tends to be shorter.

Findings clearly show that young people undertake a wide range of activities as part of non-qualification hours, and through self-directed activity outside of school.

Outside of school, younger students tend to participate in a broader range of activities, only some of which they explicitly associated with employability skills. Post-16 students, on the other hand, tend to choose a more focused set of activities which would be expected to contribute to their future direction. They engage in fewer activities outside of school or college, with a particular focus on paid work.

An interesting pattern emerges in relation to the types of non-qualification activities that students choose to participate in post-16 education. Choices tend to follow diverging pathways, with academic students looking more to higher education and technical students focusing on work experience.

The importance of providing opportunities to participate in formally organised non-qualification activities post-16 is highlighted by a greater tendency amongst those studying for technical qualifications not to undertake any employability activities outside of education, compared with other groups. In the qualitative research some learning providers reported that they would like to do more in this area but have reduced the number of non-qualification hours they offer in recent years, due to funding pressures.

This research also explores the experience of providers in planning and recording 16-19 funding hours which, overall, they do not regard as particularly difficult or complex per se.

Blocks of hours tend to be allocated per qualification and multiplied according the number of qualifications undertaken by a student.

However, providers do recognise some challenges to accurate forecasting, specifically in relation to non-qualification hours. Learning providers in this research appear to interpret non-qualification hours differently across and within institution types, and there is variation in whether and how to record activities that occur infrequently or have uncertain attendance.

Finally, the report also included a comparison between the funded qualification and non-qualification hours recorded by learning providers in the ILR and Schools Census, and the time young people report spending on these activities during the academic year.

Inevitably self-reporting of time spent on various activities is a challenging task for young people and it is perhaps unsurprising that there is a great deal of variance from hours recorded. However, findings indicate that learning providers operating in structured school environments and offering primarily academic qualifications may be more likely / better able to record planned hours accurately.

Appendix 1: Detailed Methodology

This research involved two phases. Firstly, a qualitative phase was conducted in May and June 2017. Fifteen interviews lasting 45-60 minutes were conducted with learning providers to understand their practices in relation to planning and recording employability hours.

Learning providers were sourced from Edubase, a publicly available database of schools and colleges across England and Wales. The sample was structured to cover a range of provider types. The breakdown of interviews was follows:

4 interviews with schools (including schools with sixth form)

3 interviews with sixth form colleges

5 interviews with further education colleges

3 interviews with commercial and charity sector providers

Nine focus groups lasting 1-1.5 hours were conducted with young people to explore their understanding of employability and the activities that they consider to help them to develop these skills. These findings fed into the development of the survey questionnaire to ensure that data collection captured a comprehensive picture of how young people build their knowledge, skills and employability – within and outside of education.

The focus groups were structured as follows: 14-16 year olds, 16-19 year olds, schools with sixth form, sixth form college and other FE provision. By splitting the focus groups by age and the environment we were able to explore participants' experiences with similar individuals, as well as facilitating some commonalities of experience that enabled us to identify patterns by age and provider type. A proportion of the groups were recruited through the provider interviews, the remainder were recruited through existing iCeGS networks.

The second phase of the research involved a quantitative survey, primarily over the telephone but with an online option for those unable to participate in this way. There were two sample sources for the survey: the National Pupil Database (NPD) provided contact details for the young people (aged 14-19) recorded as at school or attending school sixth form in the Autumn 2017 Schools Census; and the 2017/18 Individualised Learner Record (ILR) for young people (aged 16-19) attending colleges and other FE provision.

The NPD sample was tele-matched to obtain contact phone numbers for this group. All young people received advance notification of the survey in the form of a letter or an email prior to being contacted. Parental consent was obtained via telephone for students under the age of 16.

A survey pilot consisting of 30 interviews took place in July 2017. The pilot tested the process of obtaining parental consent, flow and comprehension of the questionnaire and language, plus questionnaire length. Respondents were also offered the chance to complete the survey online if they preferred. A member of the research team called the respondents who had agreed to take part and went through the survey with them; asking questions throughout or at the end to test cognitive understanding of the questions.

The main stage of the survey consisting of a total of 2,015 telephone interviews and 9 online responses took place in March 2018. Response rates were calculated for all pieces of sample with a final call outcome. The NPD sample yielded a 37% response rate and the ILR a 18% response rate.

Quotas were set to ensure coverage across key sub-groups for analysis. Twenty-two completed interviews were removed following data cleaning and checking of the results due to falling outside the target sample (for example, they were completing an apprenticeship or degree which are out of scope for this research). The breakdown of the completed survey interviews, excluding these, is shown below.

Table 4: Breakdown of survey interviews

Quota	Category	Number of responses
Gender	Male	992
	Female	1,010
Year group	Year 10/11	504
	Year 12/13	1396
Qualification type (from sample)	Academic	1101
	Technical	872
	Unknown	29
Provider type	School	504
	School sixth form	457
	Sixth Form College	348
	FE college	591

Quota	Category	Number of responses
	Commercial & voluntary sector	102

The survey data underwent multiple rounds of thorough cleaning and checking, to ensure the results are as rigorous as possible. All open ended responses, for example subjects, were coded to a list approved by the research team, with any possible edits flagged by the coding team. In each instance, a member of the research team checks the edit against the rest of the respondent's data and either approves or amends the edit.

Respondents were able to answer all questions relating to time spent on activities in and out of education using the reference period most appropriate to them, for example weekly, fortnightly, termly etc. All durations and responses were then calculated up to an annual figure for the purposes of comparison. Annual figures for schools, school sixth forms and sixth form colleges were calculated on the basis of a 38-week year, and for FE colleges and commercial and voluntary sector providers on the basis of a 36-week year.

Any outliers among either individual durations or annual totals were checked by the research team. In some instances these have been removed from the analysis so as to not skew the results.

During the process of data cleaning an error was identified in the ILR sampling which has led us to under-represent 16 year-olds in Year 12 in technical education. This means that our achieved survey sample for 'post-16 academic' is 16-19 but for post-16 technical it is 17-19. We do not consider this omission affect the findings unduly on the grounds that the participation and time spent on activities in and out of education is unlikely to differ significant between younger and older pupils within the same academic year.

Whilst the sampling strategy and quotas employed during fieldwork ensured substantial base sizes in sub-groups of interest, in order to bring the overall survey results in line with the respondent population, the data were weighted. Due to the lack of availability of population data covering the entirety of our sample, separate approaches were used to weight the respondents aged under 16 (solely sourced from NPD sample), and those aged 16 or over (sourced from ILR and NPD sample).

The under 16 (NPD) sample group were weighted to interlocking age and gender targets to match the school population for this group,25 excluding independent schools.

The post 16 sample were weighted to bring the profile of providers in line with the 16+ population in education.26

The final stage of devising the targets was to scale the proportion of under 16 sample and 16+ sample in line with the population in education.

Table 5: Breakdown of weighted survey interviews

Quota	Category	Number of responses
Gender	Male	1,006
	Female	996
Year group	Year 10/11	1,079
	Year 12/13	862
Qualification type (from sample)	Academic	1516
	Technical	469
	Unknown	17
Provider type	School	1076
	School sixth form	382
	Sixth Form College	125
	FE college	355
	Commercial & voluntary sector	61

[25] Data obtained from the table SFR28_2017_Schools_Pupis_UD available at https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2017

[26] The targets are based on data available in table SFR29-2017_Main_SFR_Tables at https://www.gov.uk/government/statistics/participation-in-education-training-and-employment-2016

Appendix 2: Research instruments

Learning Hours Survey

Telephone

Screener

Section notes: to confirm eligibility and sample quotas; achieve parental consent for under 16s; achieve individual consent for 16-18

A1Dumm DUMMY VARIABLE FROM SAMPLE, DO NOT ASK

Response option	Code
U16 Sample	1
16+ Sample	2

A2Dum DUMMY VARIABLE FROM SAMPLE, DO NOT ASK

Response option	Code
School Sixth Form	1
Sixth Form College	2
FE College	3
Commercial and Voluntary Sector	4

ASK PERSON WHO ANSWERS PHONE

S1 Good morning / afternoon / evening. My name is NAME and I'm calling from IFF Research. Please can I speak to [A1DUM=1 the parent of NAME A1DUM=2 NAME]?

if a1dum=1

add if necessary: i would like to speak to your parent / carer about a survey we are carrying out for the department for education. i would like to ask you to take part in the survey but first i need to speak to your parent / carer.

Response option	Code	Action
Respondent answers phone	1	CONTINUE
Transferred to respondent	2	
Hard appointment	3	MAKE APPOINTMENT
Soft Appointment	4	
Engaged	5	CALL BACK
Refusal	6	CLOSE
No reply / Answer phone	7	
Business Number	8	
Dead line	9	
Request reassurance email	10	COLLECT EMAIL ADDRESS THEN CONTINUE TO S1A

ASK IF S1 = 10

S1a DO NOT READ OUT

INTERVIEWER TO INDICATE WHO IS MAKING THE REQUEST

Response option	Code	Action
Request from parent	1	SEND REASSURANCE EMAIL FOR PARENT
Request from young person / respondent	2	SEND REASSURANCE EMAIL FOR YOUNG PERSON

IF U16 SAMPLE (A1DUM=1)

S2 Good morning / afternoon, my name is NAME, calling from IFF Research, an independent market research company. We're conducting a survey on behalf of the Department for Education. The Department has commissioned this research to explore how young people spend their time both in and out of school/college in activities that will support them into work or further study. You should have received a letter from us explaining the research. Firstly, can I confirm that you are the parent or carer of NAME?

Response option	Code	Action
Yes	1	CONTINUE
No	2	TRANSFER TO PARENT / CARER AND RE-ASK S2

IF U16 SAMPLE and speaking to parent / carer (A1DUM=1 & S2=1)

S3 We would like to speak to [CHILD'S NAME] about the types of activities they do in [IF A2DUM=1 sixth form school IF A2DUM=2/3 sixth form college IF A2DUM=4 education]. Your child's participation will help to inform Department for Education policy and support for young people to achieve the best possible outcomes. Are you happy for your child to take part?

IF NECESSARY: THE SURVEY WILL ASK YOUR CHILD ABOUT THE SUBJECTS THEY STUDY AT SCHOOL AND HOW MUCH TIME THEY TYPICALLY SPEND ON TAUGHT LESSONS AND HOMEWORK. IT WILL ALSO ASK ABOUT THE TYPES OF ACTIVITIES they MAY TAKE PART IN OUTSIDE OF SCHOOL WHICH CAN SUPPORT THEM INTO WORK IN THE FUTURE, SUCH AS WORK PLACEMENTS, VOLUNTEERING OR SPORTS CLUBS. The interview will take about 15 minutes and your child's responses will be anonymised.

Response option	Code	Action
Yes	1	CONTINUE
No	2	THANK AND CLOSE

if parent gives consent (s3=1)

S4 **And is NAME available to speak now?**

Response option	**Code**	**Action**
Continue	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft appointment	3	

IF U16 SAMPLE AND TRANSFERRED (A1DUM=1 AND S4=1) OR CALLING BACK AFTER CONSENT (A1DUM=1 AND S4=2 OR 3)

S5 Good morning / afternoon, my name is NAME, calling from IFF Research, an independent market research company. We're conducting a survey on behalf of the Department for Education. This asks you about the types of activities you do in and out of [IF A2DUM=1 school IF A2DUM=2/3 college IF A2DUM=4 education] and how much time you spend on these. By taking part, you will be helping the Department for Education understand how much time you spend on each activity and what education is really like for young people. The Department for Education will use the information you give to help other young people develop the right skills to find work in the future. The survey will take approximately 10-15 minutes.

Are you happy to take part?

IF NECESSARY If you for any reason feel uncomfortable taking part in a telephone survey we are also able to provide a link to an online survey via email.

Response option	Code	Action
Continue	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft appointment	3	
Refusal	4	THANK AND CLOSE
Foreign language request	5	GO TO S7 TO COLLECT LANGUAGE DETAILS
Online survey request	6	GO S8 TO COLLECT EMAIL ADDRESS
Supported interview request	7	GO TO S9 TO COLLECT DETAILS
Request reassurance email	8	COLLECT EMAIL ADDRESS THEN CONTINUE TO S5A

ASK IF S5 = 8

S5a DO NOT READ OUT

INTERVIEWER TO INDICATE WHO IS MAKING THE REQUEST

Response option	Code	Action
Request from parent	1	SEND REASSURANCE EMAIL FOR PARENT
Request from young person / respondent	2	SEND REASSURANCE EMAIL FOR YOUNG PERSON

if 16+ sample (a1dum=2)

S6 Good morning / afternoon, my name is NAME, calling from IFF Research, an independent market research company. We're conducting a survey on behalf of the Department for Education. This asks you about the types of activities you do in and out of [IF A2DUM=1 school A2DUM=2/3 college IF A2DUM=4 education] and how much time you spend on these. By taking part, you will be helping the Department for Education understand how much time you spend on each activity and what education is really like for young people. The Department for Education will use the information to help other young people develop the right skills to find work in the future.

You should have received a letter about this study recently. The interview will take 10-15 minutes. Are you happy to take part?

IF NECESSARY: If you for any reason feel uncomfortable taking part in a telephone survey we are also able to provide a link to an online survey via email.

Response option	Code	Action
Continue	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft appointment	3	
Refusal	4	THANK AND CLOSE
Foreign language request	5	GO TO S7 TO COLLECT LANGUAGE DETAILS

Response option	Code	Action
Online survey request	6	GO S8 TO COLLECT EMAIL ADDRESS
Supported interview request	7	GO TO S9 TO COLLECT DETAILS
Request reassurance email	8	COLLECT EMAIL ADDRESS THEN CONTINUE TO S6A

ASK IF S6 = 8

S6a DO NOT READ OUT

INTERVIEWER TO INDICATE WHO IS MAKING THE REQUEST

Response option	Code	Action
Request from parent	1	SEND REASSURANCE EMAIL FOR PARENT
Request from young person / respondent	2	SEND REASSURANCE EMAIL FOR YOUNG PERSON

if foreign language request (s5=5 or s6=5)

S7 Please can you tell me your level of English and your preferred language?

WRITE IN:

We will try our best to call back soon with an interviewer who can speak this language and help you complete the survey.

if online survey request (s5=6 or s6=6)

S8 Please can you tell me your email address? We will only use this to send you a link to the survey.

WRITE IN:

if supported interview request (s5=7 or s6=7)

S9 What support would you need in order to take part in this survey?

interviewer note: we can conduct interviews using approaches such as TextPhone and Text Relay (or instant messaging services) for respondents with a hearing impairment. For respondents who feel unable to take part in a telephone or online interview we can conduct the interview face-to-face.

WRITE IN:

S10 This call may be recorded for quality and training purposes only.

ASK ALL

S11a Before we get started I need to ask you a couple of questions to make sure you are eligible for the survey. First of all, are you currently on an apprenticeship or traineeship?

Response option	Code	Action
Yes	1	THANK AND CLOSE
No	2	CONTINUE

S11 What age were you on 31st August 2017?

DO NOT READ OUT. SINGLE CODE.

Response option	Code	Action
13 or less	1	THANK AND CLOSE
14	2	CONTINUE
15	3	CONTINUE
16	4	CONTINUE
17	5	CONTINUE
18	6	CONTINUE
19 or older	7	THANK AND CLOSE
Refused	8	THANK AND CLOSE

ASK all unless in voluntary or commercial sector (a2dum=1-3)

S12 And what academic or school year are you currently in?

DO NOT READ OUT. SINGLE CODE.

Response option	Code	Action
Year 9 or lower	1	THANK AND CLOSE
Year 10	2	CONTINUE
Year 11	3	CONTINUE
Year 12	4	CONTINUE
Year 13	5	CONTINUE
Above Year 13	6	THANK AND CLOSE
Refused	7	THANK AND CLOSE

A3DUM DUMMY VARIABLE, DO NOT ASK

Response option	Code	Action
Year 10 / 14-15	1	S12=2
Year 11 / 15-16	2	S12=3
Year 12 / 16-17	3	S12=4
Year 13 / 17-18	4	S12=5

A Timetabling

SECTION NOTES: PURPOSE IS TO ESTABLISH APPROPRIATE REFERENCE PERIOD, EXPLORE START/FINISH TIMES, EXPLORE COURSE LENGTH, IDENTIFY ANY PLACEMENTS/TIME AWAY FROM INSTITUTION

ASK ALL

READ OUT

A1 **During this interview, I will be asking you a few questions about your [IF A2DUM=1 school IF A2DUM=2 OR 3 college IF A2DUM=4 course] timetable. If you have a copy of it available it might be helpful for you to have it to hand.**
[FOR ONLINE SURVEY] It may also be helpful to have access to a calculator.

ASK IF A3DUM =3 OR 4 OR IF A2DUM=4

A2 **Which of the following types of education or training are you currently doing?**

READ OUT. SINGLE CODE

Response option	Code
In school or college full time – 16 hours or more of lessons/classes/tutorials/other supervised activity a week	1
In school or college part time – less than 16 hours of lessons/classes/tutorials/other supervised activity a week	2
On some other form of education or training (SPECIFY)	4
(DO NOT READ OUT) Don't know	X

ASK ALL

A3 **The next couple of questions are about your typical day [IF A2DUM=1 at school IF A2DUM=2 OR 3 in college IF A2DUM=4 on your course]. By typical I mean during the week and during term time, and not during special time periods such as exam or revision periods.**

Firstly, do you have a weekly or fortnightly timetable? IF NECESSARY: By weekly I mean that your timetable looks the same every week. By fortnightly I mean that your timetable runs over two weeks.

DO NOT READ OUT. SINGLE CODE

Response option	Code
Weekly	1
Fortnightly	2

Response option	Code
Weekly	1
Other (Please specify)	3

ASK ALL

A4 **And how long does a typical lesson/class/lecture/period typically last? Please answer in minutes.**

PROBE FOR ESTIMATE IF RESPONDENT IS UNSURE, E.G. HOW LONG ARE MOST OF YOUR LESSONS/CLASSES/LECTURES/PERIODS? ONLY USE DK AS LAST RESORT

DS: 1-180

Write in hours: minutes

Response option	Code
Don't know	1
It varies too much to say	2

ASK ALL

A5 **Still thinking about a 'typical day', when does your first lesson/class/lecture/period usually start, according to your timetable? Please do not include registration time.**

PROBE FOR ESTIMATE IF RESPONDENT IS UNSURE

ENTER THE TIME IN 24-HOUR E.G. 3:30PM SHOULD BE ENTERED AS 15:30

Write in hours: minutes

Response option	Code
Don't know	1
It varies too much to say	2

ASK ALL

A6 **And when does your last lesson/class/lecture/period typically finish, according to your timetable?**

PROBE FOR ESTIMATE IF RESPONDENT IS UNSURE

ENTER THE TIME IN 24-HOUR E.G. 3:30PM SHOULD BE ENTERED AS 15:30

Write in hours: minutes

Response option	**Code**
Don't know	1
It varies too much to say	2

B In-education qualification hours

SECTION NOTES: PURPOSE IS TO MEASURE QUALIFICATION HOURS (BY SUBJECT/MODULE).

ASK IF A3DUM=1 OR 2

B1 **The next questions are about the subjects you study [IF A2DUM=1 in school IF A2DUM=2 at college] in [text fill: answer from S12] and how much time you spend on each.**

Firstly, what qualifications are you currently studying for?

PROMPT TO ENSURE COVERED ALL QUALIFICATIONS STUDYING. MULTI CODE

Response option	Code
Academic qualifications such as GCSE or iGCSE	1
Vocational qualifications such as BTECs, NVQs or Tech Awards, Cambridge Nationals	2
Other (Please specify)	3

ASK IF A3DUM=3 OR 4 OR A2DUM=4

B2 **The next questions are about the subjects you study [IF A2DUM=1 in school IF A2DUM=2 OR 3 at college IF A2DUM=4 as part of your course] [IF A2DUM= 1-3 in [textsub S12], IF A2DUM=4 since September 2017] and how much time you spend on each.**

Firstly, what qualifications are you currently studying for?

PROMPT TO ENSURE COVERED ALL QUALIFICATIONS STUDYING. CODE ALL THAT APPLY. IF RESPONDENT IS UNSURE ASK THEM TO SPECIFY THE NAME OF THEIR QUALIFICATION. MULTI CODE

Response option	Code
An Academic qualification such as A Levels or AS Levels (level 3)	1
An academic qualification such as GCSE or iGCSE (level 2)	2
Vocational qualifications such as BTECs, NVQs or Tech Awards, Cambridge Nationals at Level 3	3
Vocational qualifications such as BTECs, NVQs or Tech Awards, Cambridge Nationals at Level 2	4
Something else (SPECIFY)	5

ASK ALL

B3 **As part of your qualification, are you studying maths at any level?**

PROMPT AS NECESSARY. PROBE FOR LEVEL IF NECESSARY

Response option	Code
Yes – studying Maths at Level 1 for example functional skills	1
Yes – studying Maths at Level 2 for example GCSE	2
Yes – studying Maths at Level 3 for example A level, or Core Maths	3
Studying Maths but not sure which level	4
No – not studying Maths	5
Don't know	6

ASK ALL

B4 **Are you studying English at any level?**

PROMPT AS NECESSARY. PROBE FOR LEVEL IF NECESSARY

Response option	Code
Yes – studying English at Level 1 for example functional skills	1
Yes – studying English at Level 2 for example GCSE	2
Yes – studying English at Level 3 for example A level	3
Studying English, but not sure which level	4
No – not studying English	5
Don't know	6

IF B1=1 OR B2=2

B5 **And as part of your GCSE or iGCSE qualifications (Level 2), what [IF B3 OR B4=1-4 other] subjects are you currently studying?**

PROMPT: ANY OTHERS?

INTERVIEWER NOTE: We are interested in subjects/courses they are studying, not topics/modules within a course.

INTERVIEWER NOTE: Accept the responses as given by the respondents (which may vary between triple/double science and/or separately identified as Biology, Physics, chemistry).

Response option	**Code**
WRITE IN TITLE OF COURSE OR SUBJECT	1
WRITE IN TITLE OF COURSE OR SUBJECT	2
WRITE IN TITLE OF COURSE OR SUBJECT	3
WRITE IN TITLE OF COURSE OR SUBJECT	4
WRITE IN TITLE OF COURSE OR SUBJECT	5
WRITE IN TITLE OF COURSE OR SUBJECT	6
WRITE IN TITLE OF COURSE OR SUBJECT	7
WRITE IN TITLE OF COURSE OR SUBJECT	8
WRITE IN TITLE OF COURSE OR SUBJECT	9
WRITE IN TITLE OF COURSE OR SUBJECT	10
WRITE IN TITLE OF COURSE OR SUBJECT	11
WRITE IN TITLE OF COURSE OR SUBJECT	12
WRITE IN TITLE OF COURSE OR SUBJECT	13
Don’t know	X

IF B2=1

B6 **And as part of your A Levels or AS Levels (Level 3), what [IF B3 OR B4=1-4 other] subjects are you currently studying?**

PROMPT: ANY OTHERS?

INTERVIEWER NOTE: We are interested in subjects/courses they are studying, not topics within a course.

Response option	**Code**
WRITE IN TITLE OF COURSE OR SUBJECT	1
WRITE IN TITLE OF COURSE OR SUBJECT	2

Response option	Code
WRITE IN TITLE OF COURSE OR SUBJECT	1
WRITE IN TITLE OF COURSE OR SUBJECT	3
WRITE IN TITLE OF COURSE OR SUBJECT	4
WRITE IN TITLE OF COURSE OR SUBJECT	5
WRITE IN TITLE OF COURSE OR SUBJECT	6
WRITE IN TITLE OF COURSE OR SUBJECT	7
WRITE IN TITLE OF COURSE OR SUBJECT	8
WRITE IN TITLE OF COURSE OR SUBJECT	9
WRITE IN TITLE OF COURSE OR SUBJECT	10
WRITE IN TITLE OF COURSE OR SUBJECT	11
WRITE IN TITLE OF COURSE OR SUBJECT	12
WRITE IN TITLE OF COURSE OR SUBJECT	13
Don't know	X

IF B1=2 OR B2=3 OR 4

B7 **And as part of your Vocational qualifications such as BTECs, NVQs or Tech Awards, Cambridge Nationals, what [IF B3 OR B4=1-4 other] subjects are you currently studying?**

PROMPT: ANY OTHERS?

INTERVIEWER NOTE: We are interested in subjects/courses they are studying, not topics within a course. E.g. If someone is studying one BTEC qualification, please just enter the name of the course (e.g. Hair and Beauty).

Response option	Code
WRITE IN TITLE OF COURSE OR SUBJECT	1
WRITE IN TITLE OF COURSE OR SUBJECT	2
WRITE IN TITLE OF COURSE OR SUBJECT	3
WRITE IN TITLE OF COURSE OR SUBJECT	4

Response option	Code
WRITE IN TITLE OF COURSE OR SUBJECT	1
WRITE IN TITLE OF COURSE OR SUBJECT	5
WRITE IN TITLE OF COURSE OR SUBJECT	6
WRITE IN TITLE OF COURSE OR SUBJECT	7
WRITE IN TITLE OF COURSE OR SUBJECT	8
WRITE IN TITLE OF COURSE OR SUBJECT	9
WRITE IN TITLE OF COURSE OR SUBJECT	10
WRITE IN TITLE OF COURSE OR SUBJECT	11
WRITE IN TITLE OF COURSE OR SUBJECT	12
WRITE IN TITLE OF COURSE OR SUBJECT	13
Don’t know	X

IF B1=3 OR B2=5

B8 **And as part of your [A3Dum=1 or 2 text sub answer from B1, A3Dum=3 or 4 OR A2Dum=4 text sub answer from B2], what [IF B3 OR B4=1-4 other] subjects are you currently studying?**

PROMPT: ANY OTHERS?

INTERVIEWER NOTE: We are interested in subjects/courses they are studying, not topics within a course.

Response option	Code
WRITE IN TITLE OF COURSE OR SUBJECT	1
WRITE IN TITLE OF COURSE OR SUBJECT	2
WRITE IN TITLE OF COURSE OR SUBJECT	3
WRITE IN TITLE OF COURSE OR SUBJECT	4
WRITE IN TITLE OF COURSE OR SUBJECT	5
WRITE IN TITLE OF COURSE OR SUBJECT	6
WRITE IN TITLE OF COURSE OR SUBJECT	7

Response option	Code
WRITE IN TITLE OF COURSE OR SUBJECT	1
WRITE IN TITLE OF COURSE OR SUBJECT	8
WRITE IN TITLE OF COURSE OR SUBJECT	9
WRITE IN TITLE OF COURSE OR SUBJECT	10
WRITE IN TITLE OF COURSE OR SUBJECT	11
WRITE IN TITLE OF COURSE OR SUBJECT	12
WRITE IN TITLE OF COURSE OR SUBJECT	13
Don't know	X

ASK ALL

READ OUT

B9 **I'll be asking you a few questions about the time you spend in [IF A2DUM=1 school IF A2DUM=2 OR 3 college IF A2DUM=4 education] in lessons/classes/lectures/periods.**

ASK IF STUDYING MATHS (B3=1-4) AND GAVE FIGURE AT A4

B10 **Firstly, during a typical [**A3=1 **week** A3=2 **fortnight** A3=3 TEXTSUB ANSWER**], how many lessons/classes/lectures/periods do you have for Maths? Just to remind you, by 'typical' I mean what this looks like during term time and outside of exam and revision periods.**

DS: 1-20

Write in

Response option	Code
Don't know	1

ASK IF STUDYING MATHS (B3=1-4) AND A4=DK OR VARIES TOO MUCH

B11 **During a typical [A3=1 week A3=2 fortnight A3=3 TEXTSUB ANSWER], how many hours do you spend on lessons for Maths? Just to remind you, by 'typical' I mean what this looks like during term time and outside of exam and revision periods.**

INTERVIEWER NOTE: ENTER TIME TO THE NEAREST HALF AN HOUR.

FOR EXAMPLE: IF THEY SPEND THREE HOURS ON A SUBJECT/COURSE ENTER 3. IF THEY SPEND THREE AND A HALF HOURS ON A SUBJECT/COURSE ENTER 3.5

DS: 1-80. Allow decimals (to the nearest half).

Write in:

Response option	**Code**
Don't know	1

ASK IF STUDYING ENGLISH (B4=1-4) AND GAVE FIGURE AT A4

B12 **During a typical [**A3=1 **week** A3=2 **fortnight** A3=3 TEXTSUB ANSWER**], how many lessons/classes/lectures/periods do you have for English? Just to remind you, by 'typical' I mean what this looks like during term time and outside of exam and revision periods.**

DS: 1-20

Write in:

Response option	**Code**
Don't know	1

ASK IF STUDYING ENGLISH (B4=1-4) AND A4= DK OR VARIES TOO MUCH

B13 **During a typical [A3=1 week A3=2 fortnight A3=3 TEXTSUB ANSWER], how many hours do you spend on lessons for English? Just to remind you, by 'typical' I mean what this looks like during term time and outside of exam and revision periods.**

INTERVIEWER NOTE: ENTER TIME TO THE NEAREST HALF AN HOUR. *FOR EXAMPLE: IF THEY SPEND THREE HOURS ON A SUBJECT/COURSE ENTER 3. IF THEY SPEND THREE AND A HALF HOURS ON A SUBJECT/COURSE ENTER 3.5*

DS: 1-80. Allow decimals (to the nearest half).

Write in:

Response option	**Code**
Don't know	1

DS: IF GAVE FIGURE AT A4: ASK FOR EACH ANSWER GIVEN AT B5, B6, B7 AND B8

B14 **And during a typical [**A3=1 **week** A3=2 **fortnight** A3=3 TEXTSUB ANSWER**], how many lessons/classes/lectures/periods do you have for** [TEXTSUB ANSWER FROM B5/B6/B7/B8]**? Just to remind you, by 'typical' I mean what this looks like during term time and outside of exam and revision periods.**

DS: 1-20

Write in:

Response option	**Code**
Don't know	1

DS: IF A4=DK OR VARIES TOO MUCH: ASK FOR EACH ANSWER GIVEN AT B5, B6, B7 AND B8

B15 **And during a typical [**A3=1 **week** A3=2 **fortnight** A3=3 TEXTSUB ANSWER**], how many hours do you spend on lessons for** [TEXTSUB ANSWER FROM B5/B6/B7/B8]**? Just to remind you, by 'typical' I mean what this looks like during term time and outside of exam and revision periods.**

INTERVIEWER NOTE: ENTER TIME TO THE NEAREST HALF AN HOUR.

FOR EXAMPLE: IF THEY SPEND THREE HOURS ON A SUBJECT/COURSE ENTER 3. IF THEY SPEND THREE AND A HALF HOURS ON A SUBJECT/COURSE ENTER 3.5

DS: 1-80. Allow decimals (to the nearest half)

Write in:

Response option	**Code**
Don't know	1

B16Dum DUMMY VARIABLE, DO NOT ASK

Number of taught hours per timetabled period	1	IF GAVE FIGURE AT A4: Calculate taught hours BY MULTIPLYING ANSWER AT A4 WITH NUMBER OF LESSONS AT B10, B12 AND B14 LOOP AND ADD TOGETHER IF A4= DK OR VARIES: Calculate taught hours BY ADDING UP ANSWERS GIVEN AT B11, B13 AND B15 LOOP

ASK ALL UNLESS DK AT ANY B10-B15

B16 **Based on what you've told me today, it sounds like, in total, you spend about [B16Dum] hours in timetabled lessons/classes/lectures/periods that go towards your qualifications, during a typical [A3=1 week A3=2 fortnight A3=3 TEXTSUB ANSWER]. Does that sound about right?**

Response option	Code
Yes	1
No	2

IF NO (B16=2) OR IF DK AT B10-B15

B17 **How many hours do you think you spend, in total, in lessons/classes/lectures/periods that go towards your qualifications during a typical [A3=1 week A3=2 fortnight A3=3 TEXTSUB ANSWER]?**

IF NECESSARY: PROMPT WITH COURSES RESPONDENT HAS SAID THEY ARE STUDYING AND ASK THEM TO ADD UP THE TIME SPENT ON THESE. PROBE FOR ESTIMATE IF RESPONDENT IS UNSURE.

INTERVIEWER NOTE: *ENTER TIME TO THE NEAREST HALF AN HOUR, E.G. 12 AND A HALF HOURS SHOULD BE RECORDED AS 12.5*

INTERVIEWER NOTE: IF RESPONDENT GIVES A FIGURE OVER 40, VERBALLY DOUBLE CHECK ANSWER BEFORE CONTINUING

DS: 1-100. Allow decimals (to the nearest half)

Response option	**Code**
Don't know	1

IF DON'T KNOW EXACT NUMBER – PROMPT WITH RANGES

Response options
Less than 10
11-20
21-30
31-40
41-50
51-60
61-70
71-80
More than 81
Don't Know

ASK ALL

B18 **And in a typical [A3=1 week A3=2 fortnight A3=3 TEXTSUB ANSWER], how many hours do you usually spend on homework <u>for all your subjects</u>? Homework is course work done outside school or college.**

INTERVIEWER NOTE: ENTER TIME TO THE NEAREST HALF AN HOUR.

FOR EXAMPLE: IF THEY SPEND THREE HOURS ON HOMEWORK ENTER 3. IF THEY SPEND THREE AND A HALF HOURS ON HOMEWORK ENTER 3.5

DS: 0-100. Allow decimals (to the nearest half)

Response option	Code
Don't know	1

ASK ALL

B19 **Other than the timetabled work and homework you have just told me about, do you spend any other time doing work towards your qualification? This could include reading or using the library (unless this is part of a session on your timetable). It could also include practice or revision for tests or exams.**

Response option	Code	Response option
Yes	1	
No	2	
Don’t know	3	

ASK IF B19=1

B19A And in a typical [A3=1 week A3=2 fortnight A3=3 TEXTSUB ANSWER**], how many hours do you typically spend on additional work towards your qualification?**

INTERVIEWER NOTE: ENTER TIME TO THE NEAREST HALF AN HOUR.

FOR EXAMPLE: IF THEY SPEND THREE HOURS ON SELF-STUDY ENTER 3. IF THEY SPEND THREE AND A HALF HOURS ON SELF-STUDY ENTER 3.5

DS: 0-100

Response option	Code
Don't know	1

C In-education: Non-qualification hours

SECTION NOTES: PURPOSE TO IDENTIFY EEP ACTIVITIES AND MEASURE FREQUENCY

ASK ALL

READ OUT

C1 **The next questions are about other activities you may do [**A1DUM=1 **while in school** A1DUM=2 OR 3 **while in college** A1DUM=4 **as part of your course,]. These are activities that are arranged and/or organised by your [**A1DUM=1 **school** A1DUM=2 OR 3 **college** A1DUM=4 **course provider.**

[IF A2DUM= 1-3 **During** [textsub S12], IF A2DUM=4 **Since September 2017], have you taken part in any of the following…?**

C2 **[IF A2DUM= 1-3 During [textsub S12], IF A2DUM=4 Since September 2017], how often have you done [INSERT ANSWER FROM C1]? You can answer annually, monthly or weekly (for example: three times this year, twice a month or once a week).**

C3 **And when you do [INSERT ANSWER FROM C1] how many hours do you typically spend on it?**

PROBE FOR ESTIMATE IF RESPONDENT IS UNSURE. ENTER TIME TO THE NEAREST HALF AN HOUR.

FOR EXAMPLE: IF THEY SPEND HALF AN HOUR ON AN ACTIVITY ENTER 0.5. IF THEY SPEND ONE HOUR ON AN ACTIVITY ENTER 1

DS: 0-100. Allow decimals (to the nearest half)

Response option	**Frequency**	**Time spent**	**Hours**
PSHE lessons/classes that are part of your timetable	FREQUENCY	WEEK MONTH YEAR	HOURS
PE/Sport lessons/classes that are part of your timetable	FREQUENCY	WEEK MONTH YEAR	HOURS
Work Experience Placement	FREQUENCY	WEEK MONTH YEAR	HOURS
Young enterprise award or similar enterprise schemes that teach you about the world of business	FREQUENCY	WEEK MONTH YEAR	HOURS
Revision/catch-up/exam practice (unless timetabled/within lessons)	FREQUENCY	WEEK MONTH YEAR	HOURS
University/college visits	FREQUENCY	WEEK	HOURS

Response option	Frequency	Time spent	Hours
PSHE lessons/classes that are part of your timetable	FREQUENCY	WEEK MONTH YEAR	HOURS
		MONTH YEAR	
Other Careers guidance and support (if not part of PSHE). For example, employer visits; CV prep, interview practice, careers advice sessions, employer mentoring, filling university/college application forms)	FREQUENCY	WEEK MONTH YEAR	HOURS
Work towards informal certificates (Duke of Edinburgh/citizenship), organised by your school or college	FREQUENCY	WEEK MONTH YEAR	HOURS
Volunteering	FREQUENCY	WEEK MONTH YEAR	HOURS
Taking part in school clubs (sport/non-sport)	FREQUENCY	WEEK MONTH YEAR	HOURS
Any other in-school educational/timetabled activities (SPECIFY)	FREQUENCY	WEEK MONTH YEAR	HOURS

D Outside education activities

SECTION NOTES: PURPOSE IS TO IDENTIFY ACTIVITIES UNDERTAKEN OUTSIDE OF SCHOOL HOURS AND MEASURE FREQUENCY

D1 **Finally, I am going to ask you a few questions about the things you do outside of [IF A2DUM=1 school IF A2DUM=2 OR 3 college IF A2DUM=4 education] that may support you into work or further study.**

[IF A2DUM= 1-3 **During [**textsub S12] IF A2DUM=4 **Since September 2017], have you done or are you doing any of the following…**

READ OUT. CODE ALL THAT APPLY

Response option	**Code**
Part-time work, helping out in a family business, other paid work	1
Volunteering and citizenship not organised by your school/college e.g. Duke of Edinburgh, Scouting or guiding, National Citizenship Service, Army, sea or sea cadet forces, charity work, fundraising.	2
Organised sport, classes, or clubs e.g. team sports or a sport club, music or dance lessons, playing in a band or orchestra, taking part in a theatre group	3
Doing an online course, on for example Codeacademy, Khan Academy or any other online learning platform	4
Other organised hobbies or interests e.g. Taking part in a political youth party	5
IF A3DUM=4 OR (IF A2DUM=4 AND S11=5/6) Learning to drive	6
Something else (Please specify)	7
None of these	8

IF D1/1=1

D2 **With regards to part-time work, helping out in a family business and other paid work, how often do you do this? You can answer in weekly, monthly or annual terms. For example: three times this year, twice a month or once a week.**

WRITE IN. DS INCLUDE DROP DOWN BOX FOR WEEK, MONTH, YEAR

Response option	Code
Don't know	1

IF D1/1=1

D3 **And how many hours do you usually spend on it each time you do it?**

PROBE FOR ESTIMATE IF RESPONDENT IS UNSURE. ENTER TIME TO THE NEAREST HALF AN HOUR.

DS: 0-100. Allow decimals (to the nearest half)

WRITE IN (HOURS)

Response option	Code
Don't know	1

E THANK AND CLOSE

SECTION NOTES: PURPOSE IS TO CLOSE SURVEY, OBTAIN CONSENT TO RE-CONTACT, OBTAIN CONSENT FOR DATA LINKING

ASK ALL

E1 **Thank you very much for taking the time to speak to us today. If we have any queries about any of your responses that arise during the analysis of the information we have gathered, would it be OK to get back in touch with you about them?**
SINGLE CODE

Response option	Code
Yes	1
No	2

ASK ALL

E2 **And would it be OK for the Department for Education or any other research agencies working with them to get in touch if they are carrying out any other related research? You do not have to agree to an interview at this stage, I'm just asking if they might be able to call you to find out if you are interested.**
single code

Response option	Code
Yes	1
No	2

ASK ALL

E3 **And finally, the Department for Education would like to add information they have on your education history to the answers you have given in this interview. If you agree, your answers will be linked to their records using a unique identifier before we make your records anonymous so that no-one can identify you. All the information will be kept securely and used for research and statistical purposes only. Your information is confidential and this means that your name and address will never be included in the results. It will be impossible to identify you in reports.**

Would it be OK for us to let the Department for Education match your answers to their records?

SINGLE CODE

Response option	Code
Yes	1
No	2

Background for interviewer

The Department for Education is keen to understand how much time young people across both the academic and technical/vocational routes spend on activities that help to build the employability skills they need to successfully compete in the labour market. Some of those skills will be developed through their participation in education.

In the current system, all 16-19 study programmes are organised into ‘planned hours’ which are categorised as either qualification (planned learning hours) or non-qualification (planned employability, enrichment and pastoral (EEP) hours). Planned hours are those that are timetabled, organised and/or supervised by the institution, and take place in line with the institution’s normal working pattern to deliver the study programme during the funding year 2016/17, and can include the following:

a. planned tutor led activity on qualification bearing courses for the student.

b. planned hours of tutorials, work experience or supported internship, and planned hours on other activities that are organised and provided by the institution, such as sport or volunteering.

EEP hours include time spent on activities that: do not count towards a qualification; are for informal certificates or other non-qualification activity; are for tutorial purposes; are spent on work experience and other work-related activities; and/or are spent on enrichment, volunteering and/or community activities organised by or on behalf of the institution.

Each student’s planned hours are agreed between the institution and the student at the start of their study programme and are recorded in the Individualised Learner Record (ILR) and the school census. The Department has commissioned some exploratory analysis of these datasets to explore how planned hours in 14 to 19 education vary between different courses and settings.

However, analysis of planned hours will only ever provide a partial picture of the time that young people aged 14-19 spend on employability activities. This study seeks to fill a gap in the evidence base by exploring:

How actual hours studied and spent building skills compare to the planned hours that are timetabled, organised and/or supervised by the institution (as well as how providers measure and record planned hours in the first place).

The ways in which young people build their skills, knowledge and employability i.e. the different activities that contribute both within and beyond planned hours.

How participation in EEP activities (in and outside of education) varies by individual (e.g. age, gender, socio-economic background) and educational (e.g. school/college/Private, Voluntary and Independent, academic/technical, subject/occupation) characteristics. NB. We will be using these sub-groups for analysis so we need to be able to differentiate between them as much as possible.

Apprenticeships are out of scope for this research.

Introduction (2 minutes)

Interviewer and IFF introduction: thank you for agreeing to take part in the research.

Background to the research: IFF, in partnership with the International Centre for Guidance Studies at the University of Derby, has been commissioned by the Department for Education to conduct research with education providers to understand their practices in relation to planning and recording qualification and non-qualification hours.

The discussion will cover topics including the composition of planned non-qualification or EEP (employability, enrichment and pastoral) hours, completion of school census / ILR data, what students do outside of school or college, the role of homework and independent study and how these activities contribute to employability or progression to further study.

MRS Code of Conduct and Confidentiality: IFF Research is an independent market research company, operating under the strict guidelines of the Market Research Society's Code of Conduct. We will not pass any of your details on to any other companies. It will not be possible to identify any individual or individual organisation in the results that we report to DfE and the answers you give will not be traced back to you.

Data use: All the information we collect will be kept in the strictest confidence and used for research purposes only.

Request permission to record

.

Switch digital recorder on if participant agrees to be recorded and confirm verbal consent.

The interview will last around 45-60 minutes

Background (5 minutes)

I’d like to start by getting some more information about you and your organisation …

Firstly, could you tell me a little bit about the organisation you work for?

What type of organisation do you work for?

Please record:

School (including school with sixth form)

FE College

6th Form College

Commercial and Charitable Providers

Roughly how many staff work there?

How many learners?

Profile of learners i.e. age, socio-economic background

What region are you based in? Urban / rural?

And could you give me a brief overview of your role and responsibilities within your organisation?

PROBE IN TERMS OF…

What is your job title?

How long have you been in this role?

Role in planning and calculating qualification and non-qualification/EEP hours

Role in completing ILR or schools census

Composition of planned hours and variation (15 minutes)

I'd like to start by discussing your approach to planned hours, both qualification and non-qualification or EEP hours. The following questions refer to hours that are planned and provided, and not necessarily what is entered on the ILR/Schools Census as we will ask about this later in the discussion.

INTERVIEWER NOTE: Planned hours are those that are timetabled, organised and/or supervised by the institution, and take place in line with the institution's normal working pattern to deliver the study programme during the funding year 2016/17, and can include the following.

a. planned tutor led activity on qualification bearing courses for the student.

b. planned hours of tutorials, work experience or supported internship, and planned hours on other activities that are organised and provided by the institution, such as sport or volunteering.

The hours that will count towards a study programme are categorised as either qualification hours (planned learning hours) or non-qualification hours (planned employment, enrichment and pastoral hours).

Non-qualification hours are also called employability, enrichment and pastoral (EEP) hours. EEP hours include time spent on activities that: do not count towards a qualification; are for informal certificates or other non-qualification activity; are for tutorial purposes; are spent on work experience and other work-related activities; and/or are spent on enrichment, volunteering and/or community activities organised by or on behalf of the institution. Voluntary extracurricular activities and clubs that operate during breaks or outside the institution's normal working day would not be included as part of the study programme.

Can you explain how you classify qualification and non-qualification activities?

PROBE FOR EXAMPLES OF EACH

What are your expectations in terms of the balance of qualifications vs non-qualification hours? And why?

PROBE FOR VARIATION BY:

F Age/year group

G Level studied

H Main programme type i.e. academic vs vocational/technical

I Sector subject area

J Length of programme

What influences your approach to planned hours? To what extent are the funding bands part of this approach? How does it influence what you provide?

J1 **Would a greater number of funded hours allow you to do more – if so, what?**

PROBE FOR:

- Where would you allocate the additional hours - to qualification or non-qualification activities? Why?

J2 **What activities do students' planned qualification hours normally consist of?**

PROBE FOR:

- Core qual/s; supplementary quals; English and maths?
- Number of hours dedicated to each activity?
- Variation by age/level/subject/programme length

J3 **What activities do students' planned EEP / non-qualification hours normally consist of?**

PROBE FOR:

- Frequency of activity (e.g. weekly, monthly or annually)?
- Number of hours dedicated to each activity?

PROBE FOR VARIATION BY:

- Age/year group
- Level studied
- Whether needing to take English and/or maths and in what form (Functional Skills/GCSE)
- Sector subject area

- Length of programme

J4 **What are the resource implications of the different activities?**

PROBE:

- *Are some more resource intensive than others?*
- *How does it differ between qualification vs non-qualification activities?*

J5 **What are your expectations in terms of the amount of self-study students undertake?**

PROBE:

- Do requirements vary by age/level/course type/subject?

J6 **How do you let students know what is expected of them for self-study?**

PROBE:

- Do you have any idea as to whether they actually fulfil these requirements?

J7 **How do planned EEP hours contribute to employability/progression to further study?**

PROBE:

- Are some seen to be more valuable to the students than others (in terms of progression and employability)?

K Completion of ILR/schools census (15 minutes)

Thank you for that. I'd now like to explore how you record your qualification and non-qualification hours on the ILR / schools census.

K1 **Could you explain how easy or difficult you find completing the planned hours fields on the ILR /schools census?**

PROBE …

- Why do you say that?
- Differences between qualification and non-qualification hours
- How long does it take you to complete?

K2 **Do you encounter any issues when completing planned hours on the ILR / schools census?**

PROBE …

- Details of specific issues
- Frequency
- Impact

K3 **How are planned hours calculated for completion on the ILR/school consensus?**

PROBE …

- Whether individualised
- Differences between qualification and non-qualification hours
- Factors that affect planned hours e.g. length of the school/college day, length of term

K4 **To what extent is self-study included in planned hours?**

PROMPT…e.g. study periods organised by the provider and also independent study / homework undertaken by the student.

K5 **How do you record work experience / work placements?**

PROBE:

- Is it included in EEP hours or is it recorded separately? Why?

K6 **Are there activities that you deliver but are not recorded on the ILR / schools census?**

IF YES…

- Which activities?
- Why not recorded?
- Why delivered if not funded (nb. assume not funded if not recorded)?

K7 **Some provider returns have zero non-qualifications hours recorded, do you have any ideas on how that might come about?**

K8 **Is there any additional support or guidance you would like to complete the planned hours fields of the ILR / school census?**

PROBE …

- What difference would that make?
- How would you like to receive that support/guidance i.e. face-to-face, phone, online, email etc.

L Out of school/college activities (10 minutes)

L1 **Do you actively encourage students to undertake activities outside of school / college that will contribute to their progression into work or further study?**

IF YES:

- What kind of activities do you encourage your students to take part in? (And how?)
- Are there any other activities you encourage to prepare students for adult life in general? If so, what are these?

L2 **How many hours would you expect your students to spend on out of school activities that will aid progression into work or further study?**

PROBE FOR:

- Frequency of activity (e.g. weekly, monthly or annually)?
- Number of hours dedicated to each activity?

PROBE FOR VARIATION BY:

- Age/year group
- Level studied
- Sector subject area
- Length of programme

L3 **Do you place more importance on certain of these activities? If so, which ones and why?**

- Does this differ for different groups of students?

L4 **Are you aware that some activities are more popular / common among your students than others?**

L5 **How do the out of school activities contribute to employability/progression to further study?**

- Are some deemed more valuable to the students than others (in terms of progression and employability)?

M Final wrap up and follow up research (5 minutes)

Thank you very much for taking the time to participate in this research.

M1 **Is there anything else you would like to add in relation to what we have been discussing?**

M2 **As part of this research we are conducting focus groups with young people to explore the time they spend, in and outside of school, on building their skills, knowledge and employability.**

The aim of the focus groups is to hear from the young person's perspective, the types of activities they take part in and how they think these activities will affect their progression to further study and / or employment. They will take place in May.

IF NECESSARY: Focus groups will last up to 1.5 hours and involve 6-8 young people. They will take place at the school or college to minimise disruption and young people will be offered a £15 cash or voucher incentive to take part.

Would you be willing to help us to arrange a focus group with students at your school / college?

IF YES:

Thank you, someone from our research partner, the University of Derby, will be in touch within the next week.

THANK RESPONDENT AND CLOSE INTERVIEW

Focus group guide - Identifying Variation in the Number of Actual Hours Studied and Spent Building Skills and Employability Among Students Aged 14-19.

Introduction

Hello everyone. My name is **[facilitator's name]** and I am from the University of Derby. Firstly, I want to thank you for agreeing to take part in today's discussion about the activities you do at **[school/college name]** and outside **[school/college name]** that will help support you in your future learning or work**.**

What you say in the focus groups will be treated in confidence and not attributed to you as an individual. Your contribution will be used to inform the development of a survey and may be used in a report for the Department for Education.

We want to understand your thoughts on:

- what activities you do in school/college,
- what activities you do outside of school/college,
- how often you engage in these activities in a typical week, and
- how you think these activities contribute to your future whether in learning or work.

We are interested in the full range of activities organised or led by adults you participate in like work experience, volunteering, sport or part-time work. We are less interested in informal activities like a night out to the cinema and dinner with your friends or family. Does this make sense?

Does anyone have any questions before we start?

Getting to know you

What course/s are you currently taking?
How long is/are your course/s?
Why did you choose your course?

Activities in school/college

Before we start can I just check….

How many days a week are you in school/college?

We want you to list all the activities you do both in school and outside of school

ACTIVITY ONE: IN-SCHOOL/COLLEGE

Activity list

We want to make sure the activities you do in school / college are kept separate from what you do outside of school or college. Can you please list the activities that you do **in school/college**?

[List may include English and Maths; work experience; work placement; work-related learning (e.g. careers guidance sessions; advice on drawing up a CV; practice interviews, employer visits, work shadowing; careers fairs etc); organised sport; courses; extended projects, volunteering; life skills (e.g. money management, team/confidence building), enrichment activities]

Discussion: Tutor-led/supervised relevance check

To check whether activities are relevant to our ideas of only including tutor-ledactivity – <u>to be kept fairly brief</u>

We'd like to briefly explore with you how these activities might be described and how we might categorise them – in particular how formal or structured they are. Some of the things we might think about are:

- Which activities are part of your qualification/assessed/recorded?
- How much choice do you have over the activities you undertake? Which activities are compulsory?
- Are the activities organised? by an adult or an organisation?

Reflect: looking at what we have said about the various activities, do you think some are formal and/or tutor-led and others informal/supervised? Is that how you would describe them? What do you think makes the difference? Is this a distinction that means anything to you? If not what would be meaningful?

Time Spent

Now looking back at these activities, is it possible to say how often you engage in these activities inside school in a typical week?

- How long do you spend on these activities?
- Do you do them regularly?
- Does it vary at different times of the year?
- Are there activities which you can't say how long you do them for? Why is that?
- Are there any times when you are not doing any activity/have a free period? How often for how long?

[Note whether there is variation in the group on time spent on activities.

ACTIVITY TWO: OUT OF SCHOOL ACTIVITIES

Activity List

Now we want you to list all the tutor-led activities you do outside of school. What types of activities you do?

e.g. Part-time work, Helping family business, Volunteering, Scouting / guiding, Army / sea cadet forces, Organised sport, Music lessons, homework, other study,citizenship
Check – what makes these activities "tutor-led"?

Time spent

How often do you engage in these activities outside school in a typical week?

- How long do you spend on these activities?
- Does it vary at different times of the year?
- Do you do them regularly?
- Does it vary at different times of the year?
- Are there activities which you can't say how long you do them for? Why is that?

Does **[school/college name]** have expectations regarding homework or self -directed study?

- What are those expectations?
- Is this the same for all coursework or does it differ? In what ways?
- Do you ever do more or less than is asked of you? Why?

DISCUSSION

Engagement and enjoyment

Let's take a look back at all the activities which we have listed. Do these cover everything you do that fits our description of [tutor-led/other terminology]

Of all the activities we have thought about, which do you enjoy the most? Why?

Any which the least?

Are there any circumstances in which you do more than required/expected? Or less?

Employability

Do you think it is important to be prepared for further learning or work? Why or why not?

We discussed a wide range of activities. What activities do you believe are best at preparing you for further learning or work? Why?

- Which activities do you believe do not prepare you for further learning or work? Why?

What other activities do you think would help prepare you for further learning or work?

Do you have any other comments/thoughts about the activities you do?

Do you have any other thoughts on preparation for further learning or work?

Thank you for taking part in this discussion.

[Explain how they will be given a voucher for taking part in the project]

Department for Education

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