



Policy/Procedure Name:	Study Programme compliance		
Policy/Procedure Number:	SMT087		
Date of Approval:	3 rd March 2017		
Effective Date:	September 2016		
Revised Date:	September 2026		
Review by Date:	September 2027		
Policy/Procedure Author:	Director of Education		
Policy/Procedure Owner:	Principal/CEO		
Management Committee Approved By:	SMT		
Governor Committee (where appropriate) Approved By:	Not Applicable		
For Action By:	All School and College Staff		
For Information to:	Students and Parents		
Approval requested to upload on the Treloar's Website:	Yes ☒ (tick if requested)		
Who is carrying out EIA?	Lorna Woodcroft	Date of EIA?	1 st Sept 2026
Have we shown due regard for the 9 protected characteristics within the policy/procedure?	Yes ☒ No ☐		
Are all opportunities to promote equality taken within the policy/procedure?	Yes ☒ No ☐		
Refer Policy/Procedure to EDI Co-ordinator for further assessment	Yes No ☒		

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Background to Study Programmes

For details see the government guidance issued each year at:
[16 to 19 study programmes: guide for providers - GOV.UK](#)The advice above is reviewed annually, and the version above updates the guidance published in July 2026

This should also be read in conjunction with [Advice: funding rules for 16 to 19 provision 2026 to 2027 - GOV.UK](#)

The 16-19 Study programme guidance issued for 2026-2027 by [www.Gov.uk](http://www.gov.uk) highlights the following:

- The 16 to 19 Study Programme guidance issued for **2026 to 2027** by GOV.UK highlights the following:
- **Core Aim:** Every study programme must have a core aim so that it can be recorded in the Individualised Learner Record (ILR) or school census. This is the principal activity or core purpose of a student's programme, and it will usually be the component that has the largest number of planned hours.
- **Agreement:** The core aim must be agreed between the student and the education provider. It will generally remain unchanged during the year, although exceptions may be made where, for example, a student finds they have made the wrong programme choice and transfers to an alternative programme, or transfers to a traineeship after an initial period of vocational training or employability support.
- **Complementary Elements:** The remainder of the study programme should complement the core aim.
- **SEND Provision:** The study programme principles apply equally to students with Special Educational Needs and Disabilities (SEND).
- **Independent Living:** Exceptionally, for students with severe or complex needs, a study programme to develop independent living skills may be appropriate. This applies only to students for whom either substantial qualifications or preparation for employment are not, at this stage in their lives, a suitable option. The student's Education, Health and Care (EHC) plan must confirm that independent living is their primary aim.

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Study programme principles

- All 16 to 19 study programmes should be designed to provide students with a structured and challenging learning programme that supports their development and progression in line with their career plans. Study programmes are individually tailored and will typically combine the elements below:
- Substantial qualifications that stretch students and prepare them for education at the next level or for employment (this is not a requirement for the T Level foundation year).
- English and maths, where students have not yet achieved a GCSE grade 4 or equivalent.
- Work experience to give students the opportunity to develop their career choices and apply their skills in real working conditions.
- Other non-qualification activity to develop students' character, broader skills, attitudes, and confidence, and to support progression.

Roles and Responsibilities

Under the strategic leadership of the Principal/CEO of the School and College the operational management of the school and college's policy for study programmes is led by the following members:

- Director of Education
- Deputy and Assistant Heads of School and College
- Teaching team
- Head of Quality
- Head of Technology
- Business Systems Team

Monitoring and Evaluation

- Ofsted's inspection reports on the delivery of study programmes.
- ILR Audits – both internal and external

We will ensure that:

- we make use of a wide range of data collected and analysed on a regular basis to support our view that we are compliant with study programmes
- we comply with external verification processes adopted by awarding bodies
- regular feedback about performance is given to students and parents
- interventions are adapted or changed if they prove to be inappropriate, the student's circumstances change either academically or physically or both

How we comply with study programme guidance

- Hours of Delivery: Current students on full-time study programmes receive 950 hours of tutor-led, classroom-based (College) activity per academic year. For the majority of students, the bulk of this time focuses on their core learning aims, including functional skills or GCSE Maths/English as appropriate.
- Full-Time/Part-Time Threshold: In accordance with ESFA funding regulations, any study programme of fewer than 580 planned timetabled hours per academic year is classified as part-time.
- ILR Recording: Employability, Enrichment, and Pastoral (EEP) activities are scheduled as standard components of each student's programme and are accurately recorded on the ILR.
- External Accreditations: Where appropriate, students complete external certificates regulated by an awarding body. All accreditations are verified against the ESFA registry to ensure they comply with current funding rules via Find a Learning Aim.
- Maths and English Condition of Funding: Students undertake English and Maths GCSEs or approved alternative qualifications (e.g., Functional Skills) where relevant to their learning ability, prior attainment, and baseline assessments. Exemptions under the SEND criteria are applied and documented where eligible in accordance with SMT084.
- Work Experience: Students for whom work is a realistic future option receive a dedicated vocational assessment. Appropriate work placements are sourced and managed in terms of length and duration in compliance with our Work Experience Policy.
- Work-Related Learning: Students who do not participate in external work placements engage in structured, on-site work-related learning activities in accordance with internal guidelines.
- Timetabling: All educational, sports, pastoral, and enrichment sessions are formally timetabled.

- Attendance Monitoring: Student absences are systematically monitored and followed up during billing and multi-disciplinary meetings. Relevant external authorities are notified as legally required.
- Fees: No learner is charged directly for participating in a study programme at Treloar's. Eligibility for a funded study programme is determined during the admissions process.

3. Implications of Policy/Procedure

a. Training Requirements

Relevant Managers to maintain current understanding of legislation and best practice with regard to study programme compliance

b. Communication Requirements

How will the Policy/procedure be communicated:	The policy will be uploaded to SharePoint and stored under SMT policies Staff will be advised via SharePoint of the existence of this policy	
Who will ensure the above communication is carried out:	Director of Education Head of Quality	
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	No.	

c. Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact Jo Cox at jo.cox@treloar.org.uk

Monitoring and Review

The policy will be reviewed on an annual basis to ensure that any changes to government legislation are recognised and acted upon any changes to procedure are updated.

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Links to other related policies, procedures or documents (internal)

- SMT 031 Work Experience Policy and Procedure
- SMT007 School and College Learner Journey Policy
- SMT084 College Functional Skills Strategy
- SMT009 Careers guidance

References

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Appendix 1

<https://www.gov.uk/government/publications/16-to-19-study-programmes-guide-for-providers/16-to-19-study-programmes-guidance-2026-to-2027-academic-year>.

The majority of young people with SEND are capable of sustained, paid employment with the right preparation and support. All professionals working with them should share that presumption. As such, the study programme principles apply equally to students with SEND. The [SEND Code of Practice](#) sets out the general responsibilities of post-16 providers for young people with SEND, both with and without an EHC plan.

It is important that students with SEND are given the support they need to access their study programme. Providers should take particular care to tailor study programmes to the individual aspirations and needs of students with SEND, in discussion with the student. Where students have an EHC plan, providers should also involve the local authority special education needs (SEN) team where appropriate. While some students with SEND should be on study programmes focused on helping them achieve stretching qualifications, others will gain more benefit from a supported internship or other study programme that helps them prepare for employment and adult life.

Students with SEND may benefit from being exposed to a workplace setting during their preparation for adulthood and employment. Work experience may therefore be a particularly important element of their study programme to build their skills and confidence.

Providers should consider carefully how the work experience element of a students' study programme could enable them to develop and demonstrate the skills that will help them gain employment. They should also consider what additional support a student with SEND may need before, during and after the work experience, to fully benefit from it. Providers may find it helpful to read [Preparing for Adulthood's short guide on work experience](#).

[Access to Work](#) (AtW) is a discretionary grant scheme delivered by the Department for Work and Pensions (DWP) that can assist in paying for practical support to enable disabled people or those with health conditions to overcome workplace barriers. Providers should communicate the existence of AtW to students and

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employers when they are setting up or supporting them to enrol in a supported internship or apprenticeship.

When finding work placements for students with SEND, providers may find it helpful to refer to Disability Confident accreditation. Disability Confident encourages employers to take action to improve how they recruit, retain and develop employees with a disability. A Disability Confident business will often display a badge on its website and company literature. Further information is available on the [Disability Confident](#) website.

Exceptionally, for students with severe or complex needs, a study programme to develop independent living skills may be appropriate. This would apply only to students for whom either substantial qualifications or preparation for employment are not, at this stage in their lives, a suitable option. The student's EHC plan should confirm that independent living is their primary aim.