

# CfEM

## Whole College Approach

### Self-Assessment Task 1: Understanding Your Own College Context

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A PowerPoint presentation of these questions is provided for use in this self-assessment task.

## Questions

The questions refer to the arrangements in place for the current college year. Questions 3 and 4 are only relevant if the college is situated on more than one site.

1. Which of the following, in your opinion, best describes your college?
  - a. Single-site independent college
  - b. Multi-site independent college
  - c. Single-site college within a larger college group
  - d. Multi-site college within a larger college group
  
2. On how many of your college sites would you find vocational or academic provision for 16–18-year-old students?
  
3. What are the main vocational areas on each site?
  
4. How dispersed are your college sites? For example, are they:
  - a. all within walking distance?
  - b. two within walking distance and a third 15 miles away?
  
5. On which sites are the following mathematics courses taught?
  - a. GCSE mathematics
  - b. Functional Skills mathematics
  - c. A-level mathematics
  - d. Any other mathematics qualifications
  
6. In the current academic year, approximately how many 16- to 18-year-old college students do you think are studying for:
  - a. GCSE mathematics?
  - b. Functional Skills mathematics?
  - c. A-level mathematics?
  - d. Any other mathematics qualifications?

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7. Which of the following do you think best describes the college staffing and management structure for mathematics?

Basic model	Variations	
Centralised	Centralised team on one site under one manager	C1
	Site-based teams managed by one central manager	C2
Dispersed	Teachers based in vocational areas and managed by vocational staff	D1
	Teachers based in vocational areas but managed centrally	D2
Multi-team	Separate teams for different types of programmes (e.g., adults, sixth form, 16–18s) with different managers	M1
	Separate teams for different college sites with site managers	M2

8. Which of the following do you think best describes the college's current approach to the enrolment and progression routes of students required to retake mathematics?

Approach used	
All students take GCSE, unless exempt	G1
All students take GCSE, unless ungraded or exempt	G2
Students with a grade of 2 or lower take functional skills until they reach level 1 and then, progress to GCSE	F1
Students with grade 2 or lower take functional skills and progress to level 2 before retaking GCSE	F2
Students with a grade of 2 or lower are assessed by the college before placing them on a GCSE or functional skills course	A1
Combination or another approach	A2

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**9.** Which of the following best describes the mixture of students in your college classes for:

- a. GCSE mathematics?
- b. Functional Skills mathematics?

Description	
From one vocational course	V1
From one vocational area but more than one course	V2
Two or three vocational areas together	M1
Totally mixed vocational areas	M2

**10.** Does the college stream any mathematics classes (by ability or previous grade)?

**11.** How much time each week is allocated for mathematics classes for 16–19-year-olds taking:

- a. GCSE mathematics?
- b. Functional Skills mathematics?

**12.** How many teachers do you think are currently employed to teach mathematics (on courses leading to a mathematics qualification)? How many of these are full-time mathematics teachers?

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