



## Studying Craft 16: trends in craft education and training

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# Studying Craft 16

## 1. Introduction

This summary report is the third in our research series, *Studying Craft: trends in craft education and training*, first published in 2014.

The aim of the research is to provide a comprehensive review of contemporary craft education in England, to enable policy makers, programme designers, educators and makers to understand the risks facing the long term future of craft education and training. The findings also inform the Crafts Council's own programming and advocacy work and drove our decision in 2014 to work with makers, educators and industry on [\*Our Future is in the Making: An Education Manifesto for Craft and Making\*](#), a blueprint for the change in conditions required for making to be sustainable and to thrive.

The report considers trends in the provision of, and participation in, craft-related courses for the academic years 2007/08 to 2014/15, the latest period for which consistent data are available. The findings span Key Stages 4 and 5, further and higher education, apprenticeships and community learning. The findings also include data on regional distribution, gender, ethnicity, domicile and disability, where available.

The report should be read alongside the animation which summarises findings, the latest data workbook and the earlier editions in the [series of reports](#) that set out a full description of the context, analysis and methodology for the studies. The Appendix summarises the approach, the stages of education covered, the material disciplines and the course categorisation used in the report. It also gives examples of course titles at each stage.

## 2. Headlines

The findings present a picture of a sector at risk, facing an unsustainable model for educating and training our current and future makers. Detailed findings for each stage of education are set out in the report. The following points stand out in particular:

- Schools: the number of students studying craft GCSEs have fallen by 23% since 2007/08 (compared to a fall in all GCSE student numbers of only 6%), with those taking Design & Technology GCSEs falling at a much faster rate (41%) than those taking Art & Design.
- The number of sixth formers studying craft continues to fall, although the Year 13 A Level cohort is slowly increasing again since 2012/13, suggesting that there may be a recovery in the number of students continuing craft subjects after AS Levels.
- In Further Education (FE) there is significant growth over the period of the study in student numbers taking Entry Level and Level 1 courses. However, the increase in participation in the last two years is mostly in non-regulated courses (courses not accredited by an external awarding body). FE is also likely to produce fewer skilled professionals as only 8% undertake advanced Level 3 or Level 4 courses. Growth is mainly among older learners who may be less likely to convert their skills into professional making.
- Higher Education (HE): Craft students and courses are declining rapidly. There is an increase in higher education courses in further education institutions but the overall number of craft-related HE courses has, however, declined by 50% between 2007/08 and 2014/15. Overall numbers are now slightly lower than they were in 2007/08. There is a significant increase in the proportion of students from

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overseas, yet, with the abolition of post-study student visas in 2012, there is a greater risk of this talent leaving the UK

- Diversity: there is a welcome growth in apprenticeships, albeit small in number, since 2007/08 with most of this growth occurring in 2013/14. This reflects a shift in funding policy, with a greater focus on apprenticeships and a move away from other work-based learning. It is also encouraging to see that Black, Asian and Minority Ethnic students form a higher percentage of the further and higher education cohorts than in the population at large (although the proportion of BAME learners in craft is very slightly lower than in FE/HE overall – 20% compared to 21% in adult FE, 19% compared to 21% in undergraduate HE).
- Overall, both provision of crafts courses and participation in crafts courses has tended to decline over the study period. Where they have not declined, there consistently seems to be a shift away from core crafts courses towards courses that are borderline or complementary in their relationship to craft in both provision and participation. (See the Appendix for an explanation of this categorisation.)

## 3. Findings

### A note on provision

Note that at Key Stage 4 (KS4), Key Stage 5 (KS5) and in FE, the analysis reflects the number of courses which might be offered by providers (i.e. the ‘catalogue’ of courses which a provider might offer as part of their curriculum), but that this does not necessarily reflect the actual number of learning providers delivering such courses. In HE, in contrast, analysis reflects the number of courses actually offered by institutions, with each course more likely to be offered by a single institution.

#### 3.1 Key Stage 4 participation

- Participation in craft related courses at KS4 has declined at a faster rate than KS4 as a whole (23% compared with 6%).
- There has been a small growth in the number of KS4 learners studying Art & Design since 2011/12 but numbers are still not at the same levels as they were in 2007/08. All other subjects have shown a steady decline since 2007/08, with Graphic Products showing the largest decline in both percentage and absolute terms. The numbers taking Design & Technology GCSEs are falling at a much faster rate (41% between 2007/08 and 2014/15) than those taking Art & Design (5%). One possible reason for this may be that where Design & Technology GCSE is no longer being offered, young people are encouraged to take Art & Design instead, even though the subject may not have such a strong focus on three dimensional work.
- The majority of craft learners at this level are female and the gender gap has widened in recent years, now standing at 56% female. This may be explained by the relatively high decline in Resistant Materials Technology and Graphic Products (which have a higher proportion of male learners).
- Black, Asian and Minority Ethnic (BAME) learners make up around 18% of crafts learners at KS4 (of those for whom ethnicity is known), the same proportion as among all learners.

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- Participation in KS4 crafts has declined across all regions of England but the East Midlands and the North West have seen particularly steep declines.

## 3.2 Key Stage 4 provision

- Between 2007/08 and 2014/15 the breadth of craft courses on offer at KS4 grew at a faster rate than KS4 as a whole. However, this was mostly in borderline and complementary courses. Since 2010/11, core crafts courses show a decrease while all other categories have shown a steady increase since 2007/08.
- Textiles, general craft, glass, jewellery and ceramics have made the largest contributions to the absolute increase in number of types of courses available. For ceramics and glass, most of this proliferation has been in core courses while in textiles and jewellery it has mostly resulted from an increase in complementary courses; these are next-step skills-based courses or materials-specific courses. For general crafts courses most of the increase has been in borderline core courses, while core courses have decreased.
- Entry Level, Level 1 and Level 2 courses have increased at a much higher rate than Level 3 courses. In 2007/08, around 41% of courses were at Level 3 but by 2014/15 this had fallen to 16%. Level 3 courses available at KS4 include A-levels and Level 3 Certificates which may be offered as progression opportunities to learners before KS5 (when courses at this level would more usually be undertaken).
- The overall number of GCSEs available to study has increased since 2007/08 due to the introduction of more specialised design and technology subjects, such as Graphic Products, Textiles Technology etc. The courses offered for GCSE will include courses with different content (e.g. GCSE in Design and Technology: Graphic Products vs. GCSE in Design and Technology: Textiles Technology) but also include the same GCSE offered by different awarding bodies. These courses have the same content and assessment criteria but with slight variations which providers select within a competitive market.

## 3.3 Key Stage 5 participation (including school sixth forms and 16-18 Further Education)

- Overall, the number of craft learners in school sixth forms has declined from 2007/08 to 2014/15, driven by a fall in learner numbers in Year 12. The number of craft learners in Year 13 is slightly higher in 2014/15 than in 2007/08, though there has been a fall in recent years since a peak in 2009/10. The proportion of all school sixth form learners who are studying craft has declined from 16% to 12% between 2007/08 and 2014/15.
- In Year 12, the largest decline in students in percentage terms has been in GCSE (-90%), however the fall in AS-level and A-level has had the largest effect on the overall figures (largest absolute declines).
- In Year 13, the number of pupils sitting craft A-levels has increased markedly (and the proportionate increase has been higher than for all sixth form pupils) but the number sitting AS-level has more than halved. The increase in A-Level students may indicate that fewer students give up craft subjects after AS Levels.

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- Core subjects have typically seen the largest reductions in numbers, except in 'other' qualifications (i.e. qualifications which are not GCSEs, AS-levels or A-levels) where there has been an increase (although small in number). The number of borderline core subjects has risen among all qualification types.
- Most learners at this level are studying general crafts, textiles and product design. The number studying crafts has fallen over the years while the numbers studying textiles and product design have increased.
- In 2008/09 around 45% of pupils at this level were male; this has now risen to 60%. This is in contrast to KS4, where the majority of pupils are female and the proportion of female pupils is increasing.
- The proportion of BAME pupils studying craft stands at around 16% and has been rising in recent years, but remains below the proportion of all school sixth form pupils (craft and non-craft) who are from BAME groups, which stands at 20%.
- Most regions have seen a decline in craft pupils in school sixth forms, particularly the North East and Yorkshire & the Humber; however, the numbers of craft learners in the South East and South West have increased since 2008/09.
- Participation in 16-18 FE crafts courses has generally declined since 2007/08. However, there have been large fluctuations with participation falling between 2007/08 and 2010/11 and then rising to a peak in 2012/13 before falling again in recent years. Over the same time period, provision of KS5 crafts courses has increased, but at a lower rate than KS5 as a whole.
- Core participation has seen the largest absolute decline, with the number of learners in 2014/15 a little over half that in 2007/08.
- Participation in borderline core courses has increased since 2007/08 but the numbers are still only around 10% of the core courses.
- Participation in complementary and borderline complementary courses is low in every year.
- The vast majority of participation at this level is in general craft, which has shown a 41% decline since 2007/08.
- Participation has generally declined in most disciplines, particularly since 2012/13.

### 3.4 Key Stage 5 provision (including school sixth forms and 16-18 Further Education)

- In contrast to KS4, the breadth of courses available at KS5 has increased at a lower rate than KS5 as a whole. Core crafts courses have increased less than KS5 as a whole (126% for craft, in contrast to 345% for KS5 courses overall) and have plateaued in recent years. Borderline core courses and complementary courses are increasing at around the same rate as all KS5 courses (326% and 328% respectively) while borderline complementary courses are increasing at a faster rate than the baseline (430%), although the numbers are small.

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- The greatest percentage rises in types of course are in glass, jewellery, silversmithing and textiles. The majority of this has been among complementary courses with the exception of glass, where the majority of the rise is in core crafts courses. (However, there are now only two first degree courses available in glass, should students wish to progress to HE.)
- Provision has risen faster (in percentage terms) in Entry Level, Level 1 (equivalent to GCSE D-G) and Level 2 (equivalent to GCSE A\*-C) than in Level 3 (A-level or equivalent). At KS5 Entry Level, Level 1 and Level 2 courses may be undertaken alongside Level 3 courses. Alternatively, Entry Level & Level 1 courses may be offered to learners that did not undertake or achieve Level 2 at KS4 (and so would not be expected to undertake Level 3 courses). Level 2 courses may also be available as GCSE resits. KS4 courses that have seen the largest rise have been at Level 4 although the numbers are small. Most of the rise in course numbers has been in Certificates, Awards and Diplomas with little change in numbers of A-levels.

### 3.6 Adult general FE participation

- Adult participation in general FE rose over fivefold between 2012/13 and 2013/14, from around 12,200 learners to more than 74,000; however numbers fell in the last academic year by around 9%. Over the same time period, provision of adult general FE crafts courses has increased at a substantially higher rate than adult FE courses as a whole.
- The increase in student numbers is entirely in non-regulated provision (courses designed and delivered by the provider, and sometimes certificated but with no accreditation from an external awarding body), most often at Entry Level & Level 1 but including some courses at Level 2 and Level 3. Such courses are often delivered by providers as part of personalised learning programmes. They are designed to support progression to give learners access to qualifications or, if a qualification is not appropriate or available, support the learner towards a meaningful outcome including preparing for and entering employment. Generic codes are available for providers to identify these non-regulated courses when reporting learner participation and achievement to the Skills Funding Agency. It is important to note that many of the same codes were used before 2013/14, and our identification of craft-related courses among these codes is consistent with earlier reports. However, we identify no learners on these courses before 2013/14. The increase may reflect a new use of craft-related courses in personalised learning programmes, perhaps in response to an increased policy focus on programmes for the unemployed. But it is also possible that some adults participating in craft-related courses designed to support engagement and provide progression opportunities are 'hidden' from our previous analysis. Our analysis does not provide evidence of progression from non-regulated provision to accredited craft courses, however.
- The largest proportional rise was in borderline core courses; however, core courses have had the largest absolute rise.
- Participation at this level is dominated by general craft – 95% of all crafts participation overall.

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- This level is also dominated by Entry Level and Level 1 (equivalent to D-G at GCSE) courses, with these courses showing the largest rises in participation. Participation at Level 2 (GCSE A\*-C equivalent) and Level 3 (A-level equivalent) is also rising, but participation at Level 4 and above is extremely low. The number of students taking Levels 3 and 4 is only 3,990 - 8% of all learners, compared to 74% of students who are taking Entry Level and Level 1.
- Participation has risen in all age groups since 2007/08, but has particularly increased among older students with a dramatic rise in participation among those over 65. More than half of all adult FE students are 40 and above.
- The majority of students at this level are now women (75%); however the proportion of men has risen from 22% in 2008/09. General craft courses and textiles courses are highly female dominated but most other courses (especially furniture, wood crafts and animation) are male dominated.
- 20% of craft learners are from BAME backgrounds (excluding unknowns), compared with 21% of all adults participating in general FE. Textiles courses have a particularly high level of BAME participation with 44% of known learners.
- The largest rise in participation was seen in London (the region with the highest proportionate BAME population), with Yorkshire & the Humber and the East of England also showing large increases in participation. This contrasts with apprenticeship participation where participation in London was extremely low.

### 3.7 Adult general FE provision

- The range of crafts courses in adult general FE has risen substantially more than the baseline (216% compared with 23%). It is important to note that from 2013/14, all adult FE is funded through a single budget (i.e. there is no longer a distinction between general FE and employer-related FE) and this may affect the figures.
- However, crafts provision has declined in the last two years following a peak in 2011/12 and 2012/13; a similar pattern is seen in the overall figures of adult general FE. This peak seems to be largely driven in a massive proliferation of craft-related QCF units in these years, with a subsequent fall in their number.
- Borderline core, complementary and borderline complementary courses have shown the highest increases in percentage terms, while core courses have shown a less steep rise, however, around half the of increase in courses since 2007/08 are core crafts courses (230 of 497).
- Textiles courses and general craft courses have had the largest impact on the rise in absolute course numbers. Furniture, glass and jewellery have also seen increased provision over the same time period, although their figures are low.
- The number of types of courses at Entry Level, Level 1 and Level 2 are rising at a faster rate than Level 3 courses (285% and 298% compared with 159%). Level 4 and above courses have shown a large increase since 2007/08, although provision at this level is still low (<30). However, provision of Level 4 and above courses is generally low in adult FE, as these courses would tend to be offered by HE institutions.

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- The number of courses with less than 50 hours of guided learning hours<sup>1</sup> has risen faster (in percentage terms) than those with more than 50 hours since 2007/08. Overall the average number of guided learning hours has declined. However, borderline core and complementary courses have seen an increase in the average number of guided learning hours, particularly jewellery, silversmithing and woodcrafts.

## 3.8 Apprenticeship participation

- Participation in apprenticeships has risen by over 300% since 2007/08 with most of this growth occurring in 2013/14. This reflects a shift in funding policy, with a greater focus on apprenticeships and a move away from other work-based learning. As a consequence, routes into craft are diversifying, albeit in small numbers.
- Intermediate apprenticeships far outweigh advanced apprenticeships but both have shown growth in recent years (although participation in advanced apprenticeships fell slightly in the last academic year). There are no learners recorded in craft apprenticeships at other levels.
- However, despite this growth, participation in core crafts courses has almost disappeared with most participation being concentrated in borderline core and complementary courses.
- Participation in craft-related apprenticeships is concentrated in a relatively narrow range of courses, the bulk of which are furniture and textiles with small numbers studying wood crafts and jewellery.
- The majority of participants in crafts apprenticeships are men (90% overall); men outnumber women at both levels and in all disciplines. However, female participation is rising and the proportion of women is now higher than it was in 2007/08 (although it peaked in 2011/12). Across all apprenticeship subjects (craft and non-craft), the gender balance is more even with 51% of learners female. However, in spite of the overall balance, there are wider gender issues at subject level than those apparent in craft.
- Around 4% of participants in craft apprenticeships are from BAME groups. In comparison, 10% of all apprenticeship learners (craft and non-craft) are from BAME backgrounds.
- Participation in craft-related apprenticeships showed the highest growth in the North West and Yorkshire & the Humber regions. The East of England, East Midlands and the West Midlands also showed high growth. However, in some areas, such as London and the North East, participation remains low.

## 3.9 Adult employer-related FE participation and provision

- Reflecting the shifts in funding policy described above, the number of adults undertaking craft-related courses in employer-related FE fell from almost 900 in 2012/13 to fewer than 10 in 2013/14 and 2014/15.

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<sup>1</sup> Guided learning hours refer to contact teaching hours, and exclude private study and time spent on assessment.

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- The introduction of the single Adult Skills Budget means there is no longer a distinction between employer-related provision and other FE.

## 3.10 Undergraduate HE participation

- Undergraduate HE participation has fallen in recent years after a peak in 2011/12. Overall numbers are now slightly (4%) lower than they were in 2007/08 and 16% lower than in 2011/12. Over the same time period, provision of HE crafts courses has declined by over 50%.
- Participation at 'other undergraduate' level (such as Foundation degrees, Higher National Certificates and Higher National Diplomas) has fallen sharply (51%) compared to first degrees.
- Participation in core crafts courses has declined in first degrees and 'other undergraduate' level while borderline core and borderline complementary have risen at first degree level and fallen for other undergraduates.
- At first degree level, participation in most disciplines has declined (the biggest falls are in ceramics, glass and metal crafts) with the exception of animation, jewellery and textiles. Participation in some courses, such as metal crafts and (at first degree level) silversmithing, has vanished in recent years.
- The number of students under 21 years of age has declined in recent years, following a peak in 2011/12. In contrast, the numbers of students aged between 21 and 24 has risen dramatically at first degree level (although numbers have declined at 'other undergraduate' level). This shift in demographics suggests that students are entering crafts degrees later but still while in their early 20s, rather than straight from school.
- At first degree level, the number of students between the ages of 25 and 34 has remained fairly constant, whereas the number of older students (over 35) has more than halved. Numbers at 'other undergraduate' level have declined for all age groups.
- Women outnumber men in crafts courses (making up around 80% of first degree students) and male participation is declining at a higher rate among first degree students, widening the gender gap.
- BAME students make up around 19% of undergraduate crafts students, compared with 21% of all undergraduate HE students.
- Across first degree and 'other undergraduate' crafts learners, around 4% of crafts students reported a physical disability while 16% reported a learning disability. The proportion of students with a physical disability has remained fairly constant while the proportion of those reporting a learning disability has increased since 2008/09.
- The number of UK domiciled students has declined for both first degrees and other undergraduates. The number of non-UK domiciled students has risen for first degrees by 66%.

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- Overall, the proportion of non-UK students has risen from 10% in 2008/09 to 17% in 2014/15 (1,880 of 18,570). This represents a 66% rise in the number of non-UK domiciled students (alongside a decline of 11% in the number of UK-domiciled students). This could have important implications for the supply of new crafts skills, as some of this talent leaves the country once qualified, following the Home Office move to abolish post-study work visas for non-EU students in 2012<sup>2</sup>.
- In contrast to the rest of the student craft population, non-UK students are particularly concentrated in borderline core courses, principally in textiles courses (65% of all non-UK students).
- Crafts students are concentrated in London and the South of England (around 50% of students). The North East and East of England have particularly low rates of participation.

### 3.11 Postgraduate HE Participation

- Postgraduate participation in crafts subjects rose steadily from 2007/08 to 2012/13 but has fallen in recent years. The majority of postgraduate students are studying for Masters degrees (91%) with around 6% studying for Doctorates.
- Postgraduate participation is concentrated in core and borderline core courses with general craft, animation and textiles making up the bulk of participation.
- Like undergraduate participation, Masters participation is dominated by women (78%). Given that undergraduate participation is 80% female, rates of progression would appear to be similar for men and women.
- PhD students, however, are 56% female, suggesting that men are more likely than women to progress to doctoral crafts study, although the numbers of doctoral students are small (fewer than 100 in 2014/15).
- As with undergraduate participation, female participation has grown faster than male participation at Masters level, widening this gender gap.
- The proportion of students between the ages of 21 and 24 has risen in recent years, while the proportion of students aged over 25 has declined. This suggests that students are more likely to progress straight from undergraduate to postgraduate study (or a year or two after graduation) rather than returning to study later.
- There has been a dramatic change in the make-up of crafts students at Masters level in terms of their domicile. In 2007/08, 55% of students were UK domiciled compared with just 34% in 2014/15. This has been caused by both a decline in UK students and a rise in overseas students. As noted above, this means that many crafts graduates are likely to leave to UK after graduation, due to visa restrictions, causing crafts talent to be lost from the UK.

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<sup>2</sup> [The Guardian: A guide to the government's new rules for international students, July 2015.](#), [BBC News: Student work search visa to be scrapped under plans, December 2010.](#)

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- Masters participation is concentrated in London and the South East (64%). This level of concentration is even greater than at undergraduate level.

## 3.12 HE provision

The following analysis of HE provision reflects the courses actually offered by institutions, with each course more likely to be offered by a single institution.

## 3.13 HE in FE Provision

- Craft-related HE courses delivered through FE<sup>3</sup> have grown at double the rate of all courses (77% compared with 36%). There were 195 HE courses in FE in 2014/15, compared to 407 courses in HE institutions.
- The largest increases were in core and borderline core courses with complementary courses remaining low.
- The largest absolute growth disciplines have been general craft, animation and textiles, with textiles driving the majority of overall growth.
- Around 86% of courses are first degrees (mostly BAs) and Foundation degrees (these are two year Level 5 courses which can form the first two years of a first degree). Both first degree and Foundation degree provision has grown rapidly while HNC and HND provision has fallen.

## 3.14 HE Provision

- HE provision has fallen by 50% since 2007/08; core, borderline core and borderline complementary courses have all seen similar declines (43%-54%).
- Overall craft HE provision has declined in almost every year since 2007/08, however most of the decline in courses occurred between 2009/10 and 2010/11. Before this point, core courses showed a very gradual decline while borderline courses had remained fairly static and borderline complementary had shown a slight increase.
- Textiles, unlike other disciplines, has shown a slight increase since 2012/13, however, course numbers are still far lower than in earlier years.
- All disciplines have seen a decline but the decline in general craft and textiles have had the largest impact on the absolute figures while furniture courses have declined by over 80%.
- Provision has declined across all levels with Foundation degrees and other undergraduate qualifications declining by 67% and 70% respectively.
- However, given the increase in HE in FE provision, FE providers may be making up some of this shortfall. The number of first degrees and Foundation degrees available in FE has risen by 113 while similar HE provision has declined by over 400 courses.

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<sup>3</sup> A relatively small number of HE courses are delivered in FE settings. These courses are funded by HEFCE via the Skills Funding Agency and are usually accredited by a university or other Higher Education Institution.

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## 3.15 Participation in Community Learning

- Community learning includes a range of community-based and outreach learning opportunities, usually provided by local authorities and FE colleges. It is designed to help people of different ages and backgrounds follow an interest or learn a new skill, reconnect with learning, prepare to progress to formal courses and/or learn how to support their children better.
- Crafts participation in Community Learning has fluctuated over the years, but overall has grown by 28% since 2007/08. Over the same time period, provision of Community Learning crafts courses has increased at a higher rate than Community Learning provision as a whole.
- This is heavily concentrated in core crafts courses (over 99% of all participation).
- Around 60% of participants are over the age of 50 and over 80% are women.

## 3.16 Community Learning provision

- The number of types of community learning craft courses has increased at a higher rate than all courses (274% compared with 175%).
- This increase is particularly marked in the last year (2013/14 to 2014/15) across core courses and complementary courses.
- Complementary courses grew at a faster rate than core and borderline core courses, although core courses still saw a substantial increase of almost 200%.
- Textiles courses had by far the largest impact on the absolute figures with over 400 additional courses between 2007/08 and 2014/15 (mainly complementary courses). However, jewellery, metal crafts and furniture courses also had notable increases. General craft provision more than doubled over the same time period but was overtaken by textiles as the discipline with the highest course provision. The increase in general crafts courses was mainly in core and borderline core courses while the increase in textiles was mainly in complementary and borderline complementary courses.
- Provision at Entry Level & Level 1 grew faster than Level 2 and Level 3 courses in percentage terms; however, Level 2 and Level 3 provision still grew faster than overall Community Learning figures. Numbers of Level 4 and higher courses remain low (although this is to be expected for Community Learning).
- The number of courses with less than 50 guided learning hours has grown rapidly since 2007/08, now making up over a third (38%) of all courses compared with just 8% in 2007/08. Meanwhile, the courses with more than 300 guided learning hours have shown far more muted growth and now make up only 15% of all courses compared with 45% in 2007/08. However, Community Learning courses would, by their nature, generally be expected to have relatively few guided learning hours.
- Average guided learning hours per course has declined in all disciplines with the exception of woodcrafts. Textiles has shown the most rapid decline, with the average courses in 2007/08 being almost three times as long in 2007/08 compared with 2014/15.

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- The majority of courses in Community Learning were Awards, Certificates, Diplomas and QCF units.

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## 4. Appendix

### 4.1 Approach to this study

This section gives a summary of the method and approach to the report. Full details on the method are provided in the appendix to the first full report [\*Studying Craft: trends in education and training\*](#). Table 1 sets out the stages of education and training covered in the report by age range and typical qualifications.

The study covers all stages of formal education funded by government from the age of 14. Recognising the importance of informal training, we have also included Community Learning i.e., government-funded ‘adult education’. As in the original report, private training provision is not included as national data is difficult to obtain.

For each stage, the study considers trends in the provision of, and participation in, craft courses. The analysis draws on eight years of data (2007/08–2014/15). This study takes forward the methodology we used in our earlier reports and applies the same definitions to identify courses and participation, using key word searches.

Table 1: stages of education and training by age range and typical qualifications

Stage	Age range	Typical qualifications
<b>Key Stage 4</b>	15–16 years old	GCSEs
<b>Key Stage 5 / 16–18 Further Education</b>	16–18 years old	AS-levels, A-levels
<b>Apprenticeships</b>	16 years and over	Intermediate Level, Advanced Level and Higher Apprenticeships
<b>Further Education (adults)</b>	18 years and over	Qualification and Credit Framework units
<b>Higher Education</b>	18 years and over	Foundation degrees, Bachelor degrees, Masters, PhDs
<b>Community Learning</b>	19 years and over	Qualification and Credit Framework units

Two types of definition are used in the study: the material discipline that the course addresses and the perceived closeness of the course’s relationship with craft. Courses that are not specific to a particular discipline are categorised in the broad ‘general craft’ category.

### 4.2 Counting provision

- The analysis counts individual ‘learning aims’ (or learners undertaking individual learning aims), though for simplicity we use the word ‘courses’ to describe them. A learning aim may be a standalone qualification (usually, but not always certificated), or a single unit which contributes to a qualification as part of a wider programme of learning.
- At Key Stage 4 (KS4), Key Stage 5 (KS5)<sup>4</sup> and in FE, analysis reflects the number of courses which might be offered by providers (i.e. the ‘catalogue’ of courses which a provider might offer as part of their curriculum). This does not necessarily reflect the number of learning providers delivering such courses. The same course may

<sup>4</sup> Key Stage 5 may also be referred to as 16–19 education and training.

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be offered by a number of different providers. Equally, a course may be accredited by an awarding body but not actually offered by any provider (or the course may be offered by providers but not taken up by learners). In HE, in contrast, analysis reflects the courses actually offered by institutions, with each course more likely to be offered by a single institution.

- Key Stage 4 refers to Years 10 and 11, most commonly involving 14–16 year olds undertaking Level 2 qualifications (GCSEs at grades A\*–C, and equivalent qualifications) in school settings (although small numbers may be based in colleges). KS4 provision is funded by the Education Funding Agency. Traditionally, this has been considered the last stage of compulsory education. Since 2015, government policy has been that young people are required to stay in education or training (including apprenticeships) until the end of the academic year in which they turn 18<sup>5</sup>. Education and training for 16–18 year olds is often referred to as Key Stage 5.
- KS5 provision can be delivered in a variety of settings, including school sixth forms, sixth form colleges, further education colleges and as work-based learning (including apprenticeships). It involves learners undertaking Level 3 qualifications (A-levels and equivalent)<sup>6</sup>, usually as progression opportunities following achievement of Level 2 qualifications in KS4. KS5 also offers opportunities for further learning at Level 2, including a range of vocational qualifications (including apprenticeships) not offered in KS4. KS5 provision is funded by the Education Funding Agency (except for apprenticeships which are funded by the Skills Funding Agency).
- Progression opportunities from Level 3 qualifications at KS5 to Level 4 and higher qualifications are offered in further education and training (FE), and in higher education (HE). FE is most commonly delivered in colleges, in work-based settings, or in community settings. HE is usually offered in universities (or other Higher Education Institutions).
  - FE also offers many learning opportunities below Level 4, including courses at Entry Level & Level 1 and opportunities to progress from these to higher levels. It includes apprenticeships. Further education and training for adults aged 19 and over is generally funded by the Skills Funding Agency, the individual learner and/or their employer.
  - HE also offers some learning opportunities below Level 4, most commonly at Level 3. Higher education is funded by the Higher Education Funding Council for England (HEFCE), and by the individual learner in the form of tuition fees.

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<sup>5</sup> The Raising the Participation Age policy was introduced in two stages. Pupils who left Year 11 in summer 2013 had to continue in education or training for at least another year until June 2014. Pupils who left Year 11 in summer 2014 or later have to continue until at least their 18th birthday. Education or training may be full-time, or part-time in combination with employment or volunteering. For more details, see:

<https://www.gov.uk/government/publications/2010-to-2015-government-policy-young-people/2010-to-2015-government-policy-young-people#appendix-3-raising-the-participation-age>

<sup>6</sup> For a comparison of qualification levels, see: <https://www.gov.uk/what-different-qualification-levels-mean/compare-different-qualification-levels>

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- Funding arrangements for adult FE changed in 2013/14, with the introduction of the single Adult Skills Budget (ASB). Previously, funding for further education and training for adults aged 19 and over was split into several separate funding streams, most notably Adult Learner Responsive (general further education, usually classroom-based) and Adult Employer Responsive (employer-related training and education, including apprenticeships, usually involving at least some workplace-based delivery)<sup>7</sup>. This funding split tended to restrict the provision which some types of provider could offer. In particular, independent (or work-based) learning providers generally focused their delivery on employer-related provision for adults (and apprenticeships for 16–24 year olds) rather than general FE. The introduction of the ASB means that all providers are now able to deliver the full range of programmes funded by the Skills Funding Agency.
- Other policy changes include the expansion of apprenticeships, with a shift in funding towards apprenticeships from other forms of work-based learning (i.e. employer-related FE). There has also been an increased focus on programmes for the unemployed. As described below, these changes are reflected in significant discontinuities in participation figures, with a large increase in participation in craft courses in adult general FE, increased participation in craft apprenticeships, and the virtual disappearance of craft courses in employer-related FE.

Table 2: material disciplines

Disciplines	
General craft	Model making
Ceramics	Paper crafts
Glass	Textiles
Furniture	Toys and instruments
Jewellery	Wax crafts
Silversmithing	Wood crafts
Metal crafts	Animation

The following table categorises the extent to which a course has a direct relationship to craft, or provides complementary skills. Courses are described as 'borderline' either in terms of the alternative routes they offer into craft or their alternative production methods.

<sup>7</sup> These funding streams were introduced in 2008, though a similar split had existed in previous years with

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Table 3: course categorisation

Core	Complementary
Design-and-make courses through which makers might develop core knowledge/practice, and/or courses which might offer routes into the craft sector.	'Next step' skills-based or materials-specific courses through which makers might add to their core knowledge/practice, particularly those looking to diversify their practice (e.g. by using their craft skills in the fashion, animation, theatre industries, etc.). Some of these courses might involve makers taking their craft skills/knowledge into roles that aren't always seen as craft and which don't necessarily combine design with creative making.
Borderline core	Borderline complementary
Allied activities that may provide alternative routes into a craft career. Some of these courses might involve alternative production methods or design processes.	Courses that develop skills in processes that could play a supporting role in a maker's practice, if developed in tandem with core craft skills.

## 4.4 Examples of course titles

This section gives examples of the course titles that are allocated to core, borderline core, complementary and borderline complementary categories in each phase of craft learning.

### Example Key Stage 4 courses

- **Core:** GCSE in Design and Technology (Resistant Materials); Certificate in Fashion and Textiles (QCF); Award in Creative Craft using Glass Crafts (QCF).
- **Borderline core:** Award in Creative Craft using Art and Design (QCF); Diploma in Creative Techniques in 2D and 3D (QCF).
- **Complementary:** Award in Textiles – Hand Embroidery (QCF); Award in Making Pendants (QCF); Award in Oil Gilding an Item Using Metal Leaf (QCF).
- **Borderline complementary:** Award in Fashion – Pattern Cutting for a One Piece Garment (QCF); Certificate in Animation (QCF).

### Example Key Stage 5 courses

- **Core:** GCE A Level in Design and Technology: Product Design (Textiles); BTEC Certificate in Textiles; Certificate in Craft (QCF).
- **Borderline core:** Diploma in Employment in the Fashion Industries (QCF); Certificate in Creative Techniques in 2D and 3D (QCF).

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- **Complementary:** Diploma in Furnishings – Modern Upholstery (QCF), Award in Making a Round Basket (QCF), Award in Textiles – Hand Embroidery (QCF).
- **Borderline complementary:** Award in Selling Craft (QCF), Award in Fashion – Dress (QCF), Diploma in Animation.

## Example Adult General FE courses

- **Core:** BTEC Award in Design Crafts; BTEC Certificate in Textiles; Diploma in Craft Skills for Creative Industries (QCF).
- **Borderline core:** Diploma in Creative Techniques in 2D and 3D (QCF); BTEC Certificate in Fashion and Clothing.
- **Complementary:** Award in Textiles - Hand Knit Textiles (QCF), Award in Traditional Skills in Felt Millinery (QCF), Double Award in Prop Making.
- **Borderline complementary:** Diploma in Animation (QCF); Award in Fashion - Sewing Machine Skills (QCF).

## Example HE in FE courses

- **Core:** Foundation Degree in Contemporary Textile Practice, BA (Hons) in Silversmithing & Jewellery, Foundation Degree in Applied Art.
- **Borderline core:** Foundation Degree in Costume in Practice; BA (Hons) in Creative and Interactive Design.
- **Complementary:** BA (Hons) Fashion Design (Top Up).
- **Borderline complementary:** BA (Hons) in Animation Arts, BA (Hons) in Illustration and Animation, PGD in Creative Pattern Cutting.

## Example HE Courses

- **Core:** Textiles & Surface Design, 3D Designer Maker (Craft Product), Furniture Design and Make.
- **Borderline core:** Fashion Design; Costume Construction; Interdisciplinary Art & Design.
- **Borderline complementary:** Animation & Illustration; Digital Design for Fashion.

## Example Community Learning Courses

- **Core:** Textile Crafts; Ceramics; Basic Craft Skills.
- **Borderline core:** 3D Modelling; NVQ in Making and Installing Furniture.
- **Complementary:** Sampling techniques for textile design; Hand finishing methods in furniture making; Soft Furnishings for Interior Design.

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- **Borderline complementary:** Garment Construction; Sewing Skills; Pattern Cutting; Pattern Adaptation; 3D Animation.

## Studying Craft 16

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